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ABSTRACT

This report consists of a series of recommendations for the improvement of the services and facilities of the DePauw University libraries in three areas--personnel, both professional and support staff; administration and management; and buildings and equipment--with an appended set of supporting documents for the most important recommendations, and additional appendices containing more general supporting documents such as background studies on the university and the university's library system. A library mission statement and a schedule of the university offices responsible for acting on specific recommendations are also included. Documents appended include a list of DePauw University library faculty, a collection development policy statement, a building program statement, a rationale for the purchase of a terminal for online searching, and a set of materials on library policies and decision making. Also appended are: task force reports on bibliographic instruction programs at DePauw University and on the service domain of the university library system; a situational analysis of DePauw University and its affiliated libraries in relation to the national educational environment, which includes historical information on DePauw University expenditures; faculty and student library surveys; and the results of a book use study conducted by the DePauw University libraries during January of 1981. (Author/JL)

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DEPAUW UNIVERSITY LIBRARIES
SELF-STUDY REPORT

ASSISTED BY THE

OFFICE OF MANAGEMENT STUDIES
ASSOCIATION OF RESEARCH LIBRARIES
MARCH 1982

IR010244

DEPAUW UNIVERSITY
GREENCASTLE, INDIANA 46135

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PREFACE

To undertake a study of a library and its role in a university is no small task when it seeks to involve representative diversity from the campus, conduct original studies to generate fresh conclusions, and address needs and solutions in a comprehensive way. This study has unquestionably attempted all of these things and if used properly ought to serve as an important resource in planning for the library's future at DePauw.

All would agree that such planning needs to continue so that the library -- its collections, services, staffing, and facilities -- will serve DePauw as well as possible within available resources in its usefulness to students and faculty, as an active partner in the educational process, and as an attractive milieu for the questing mind. In addition, planning can help DePauw shape a library in such a way that whatever is done in the immediate future will remain useful and responsive to our needs for years to come.

In his introduction Larry Hardesty, Chairman of the Library Self Study Committee, notes the efforts of many of those who contributed to the quality of thinking and imagination which marks the result. On behalf of the University I would like to record DePauw's thanks to all those who contributed their time and energy, to the Association of Research Libraries and the Lilly Foundation, whose grant made the self study possible, to Jeffrey Gardner and Anne Peyton who served so ably as outside consultants, and most especially to Mr. Hardesty himself, whose vision and long hours brought this effort to fruition.

Dodge Johnson
Provost of the University

INTRODUCTION

This report is the result of a process that started almost three years ago. In the spring of 1979, at a meeting in Indianapolis of representatives of most of the private colleges in Indiana, two speakers from the Office of Management Studies (OMS) of the Association of Research Libraries outlined a self-study program. P. Grady Morein and Deanna Marcum described the planning Program for Small Academic Libraries as

> an assisted self-study approach founded on the philosophy that the library staff is in the best position to identify and assess needs and requires only a degree of guidance in order to accomplish the task more efficiently and systematically.
>
> \- Self-Study Manual, page i-2.

In addition to the guidance provided by the OMS staff, the project would be financed by a $5,000 grant from the Lilly Endowment. With material, advice, and funds thus provided, each college and library would be primarily responsible for its own study, drawing on the talents and judgments of its own personnel.

During the following months the librarians at DePauw discussed the possibility of the self-study among themselves and with others. In January 1980, Jeff Gardner of the Office of Management Studies visited campus and soon thereafter the OMS and DePauw University agreed that the Planning Program would be done here. This decision was made by administrators and librarians, and the project has been a university-wide effort.

Larry Hardesty, Head of the Reference Department, was designated director of the self-study. In the summer of 1980 a Self-Study Committee was formed with the following members.

Larry L. Hardesty, Chairman
Head of Reference Department

James A. Martindale
Director of Libraries

Sharon Cheslik
Circulation Supervisor
Roy O. West Library

Fred S. Silander
Dean of the Faculty
(now Vice President
for Finance)

Paul B. Kissinger
Professor of Physics

Robert J. Thomas
Assistant Professor
of Piano

John B. White
Assistant Professor
of Philosophy and
Religion (now also
Faculty Development Coordinator)

In September 1980 the committee first met with Jeff Gardner and Anne Peyton of the OMS and since then has spent many hours meeting, designing and conducting surveys, studying every aspect of the libraries, and consulting with the many administrators, faculty, and students who have also contributed to the completeness and accuracy of this report.

As can be seen from the table of contents (next few pages), this report consists of a series of recommendations in three areas: personnel, both professional and support staff; administration and management; and building and equipment. Supporting documents for the most important recommendations follow as Appendix I. Appendixes II, III, IV, and V contain additional supporting documents, such as background studies of the library and the university and complete reports of student and faculty surveys and the book use study. The end of this study should be the beginning of a time of varied improvement in the library, and this report will serve as a basis for planning and implementing changes.

In addition to the people named above, many others have contributed to the self-study. Several library staff members have served on task forces - Eleanor Carmichael, Dianne Hill, David Horn, Patricia Renn-Scanlan, Dorothy Routt, Dan Smith, and Cynthia Whitacre. Among the many faculty members who have helped are Richard Kelly and Edward G. Ypma of the Psychology Department. Particular acknowledgment should be made to David Horn for editing and writing this final report and to Virginia Brann for typing it.

The recommendations in this report reflect the charge given to the Self-Study Committee by Mr. Martindale in September 1980 (see next page).

The cooperation of students, faculty, and administrators of DePauw University has been most encouraging during this study. With their continuing assistance, the work done so far will bear fruit as the recommendations of the self-study are implemented.

Larry L. Hardesty

Larry L. Hardesty
Director of the Self-Study

February 26, 1982

PLANNING PROGRAM FOR SMALL LIBRARIES

Charge to the DePauw University Self-Study Team

The emphasis of this self-study should be directed towards improvement rather than an evaluation of the DePauw University Libraries. Improvement in our library services, operations, and management practices then will be our goals.

During our period of self-study we could address, among others, the following issues:

> What is the library's role within the university particularly in terms of the decision-making process as it relates to the library?
>
> What is the library's role and image on the campus?
>
> What role could the library fulfill in the creation of a centrally located learning resources area?
>
> What can be done to improve access to materials and services and to make the interior of the Roy O. West Library more attractive?
>
> How can we develop a broad collection policy to guide book selection?
>
> Are there further areas where the new technology might be applicable?
>
> How shall we plan for internal staffing, once the CLR/NEH funding expires?

James A. Martindale

James A. Martindale
Director of Libraries
September 1980

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MISSION OF THE DEPAUW UNIVERSITY LIBRARIES

The DePauw University libraries exist to support the educational program of DePauw University, as defined by the "Purposes and Aims" of that university. In general, the libraries select, acquire, organize, maintain, and assist in the use of that portion of recorded knowledge that is related to the educational program of DePauw University.

Because each academic institution is unique, the libraries meet the needs of DePauw University as seen in the special circumstances of the University: DePauw University is a selective, independent liberal arts college with schools of Music and Nursing, offering primarily an undergraduate curriculum. DePauw's students expect, in all areas, individual attention from well-educated and highly qualified people. In the library, as in other areas, professional experts provide the best programs for undergraduate students, stressing personal contact with individuals and small groups. Limited resources are used wisely to support the seemingly infinite amount of human curiosity and inquiry that is evident in a diverse undergraduate program.

The libraries play an active role in the educational process at DePauw University. In a liberal arts college library, more emphasis is placed on the careful selection and use of materials than on the comprehensiveness and preservation of the collection. Librarians and classroom instructors work closely together to define the type of materials needed and to cooperate in the selection of these materials. Emphasis is placed on the prompt acquisition and careful retention of materials that support the curriculum.

Once acquired, the materials are organized and made available so as to encourage their use by undergraduate students. Circulation policies and security methods allow both reasonable use of materials by individuals and their availability to others who need them. In direct support of the current curriculum and in support of the broader education of students and faculty of DePauw University, the libraries provide instruction in the use of the collections.

By adhering to the purposes of the University, the libraries meet the immediate curricular needs of the academic community and, in the liberal arts tradition, encourage lifelong learning.

NOTE on the mission statement:

In the course of the Self-Study, it became apparent that there are, at DePauw, many different ideas of the principal role of the library. To clarify the role, the Self-Study Committee recommended that a statement be prepared, declaring the "mission" of the library.

The preceding "Library Mission Statement" is a preliminary essay. It has been included in this report to show the reasons for some of the major recommendations, but it will be revised after discussions with administrators, faculty, and students.

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MAJOR RECOMMENDATIONS

A. Personnel

Consistent with the mission statement (above), the library needs qualified professional librarians and well trained support staff in areas where service and personal attention are expected. Appendix A (pages 1-13) contains information about library staffing in general. The Self-Study sees the major needs as follows:

A 1. TECHNICAL SERVICES LIBRARIAN

The replacement of a retiring professional librarian by someone comparably qualified is essential. This action has already been approved by the Resources Allocation Subcommittee. Appendix A-1 (page 14) is a copy of the job notice.

A 2. A SECOND PROFESSIONAL LIBRARIAN IN REFERENCE

There are six faculty positions approved for the Library but, for the past year and a half, one position has been empty. It should be filled as soon as possible by a qualified professional librarian, as a position at the entry level or slightly above.

The Self-Study, especially the consideration of bibliographic instruction, showed that many services now offered through the reference division are essential for students and faculty. Failure to fill this position soon would result in diminished service and would severely limit the ability of the reference division to fulfill its assigned functions.

Appendix A-2 (pages 15-22) shows the services that would be lost without a second reference librarian. The report of the Bibliographical Instruction Task Force (Appendix 2, pages 64-74) shows the strong and wide-spread faculty support for the reference services now offered.

A 3. COLLECTION DEVELOPMENT LIBRARIAN

To make the best use of scarce resources, to provide a collection that is suitable for the needs of the university, (including the special needs of every school and department), and to allow regular contact with the classroom teachers at a professional level, the university should fund an additional library faculty position. The need to develop the collections systematically is acknowledged by faculty throughout the university. All librarians and some other faculty have been trying to develop collection policies and implement rational practices, but the present limited size of the library faculty (six positions) has not allowed proper attention to this increasingly important function.

Appendix A-3 (pages 23-27) contains a more detailed proposal, with a description of the activities of a collection development librarian.

A 4. REFERENCE ASSISTANT FOR GOVERNMENT DOCUMENTS AND GRAPHICS

DePauw's collection of government documents, the oldest in an Indiana college, is an important source of information. Its usefulness depends on constant and thorough work by a trained library assistant.

Currently a full-time reference assistant position is funded ½ by DePauw and ½ by the grant. The assistant spends approximately three-quarters of her time on government documents, helps with media, does some interlibrary loan work, and works one night a week at the reference desk. The Self-Study Committee recommends that the university fund this position in full as a continuing part of reference service.

Appendix A-4 (pages 28-31) is a position description with a formal request for funding, which should begin when the grant ends.

A 5. TECHNICAL SERVICES ASSISTANT

For the past several years there has been a movement away from professional staff to support staff aided by computers in the ordering, receiving, cataloging, marking, and card filing which must occur before books are available for use.

In the fall of 1979 the library changed from having two professional librarians in technical services to having only one.

Recent (and continuing) increases in the book budget have added to the work load of technical services. To insure on-time ordering and prompt processing, some additional help is needed. Since the work is to some extent seasonal, funding an additional half-position might be sufficient.

Anyone hired in this area would work in both acquisitions and cataloging and would be able to help with "retrospective conversion" (E 3).

B. Administration

B 1. LIBRARY MISSION STATEMENT

Earlier in this report is the text of a library mission statement, giving the main purposes of DePauw's libraries and setting the tone for the kinds of recommendations found in this report. The mission statement is based on the work of the Self-Study Committee and their many contacts with administrators, faculty, and students. It will be promulgated separately to the university community and might be amended after discussion.

B 2. ADMINISTRATION-LIBRARY RELATIONSHIPS

To implement the recommendations of the study, and to provide the best library for DePauw University, there should be a good working relationship between the administration and the library faculty. At the earliest opportunity, the procedures for handling the recommendations of the Self-Study should be discussed by representatives of the administration, the library, and the Self-Study committee.

Major recommendations that will require considerable discussion by administrators and librarians include: a second tenure-track position in reference; a new tenure-track position in collection development; and a proposal to plan a major renovation of the Roy O. West Library.

A good working relationship requires cooperation on all sides; on one hand the librarians are responsible for communicating their vision and projected needs and plans to the administration; on the other hand, the administrators should be responsive and attentive to the suggestions and recommendations of the librarians.

B. Administration (continued)

B 3. COLLECTION DEVELOPMENT POLICY

Recommendation A-3 above, is a statement of a need for an additional professional librarian, to develop the collections. Whether or not that recommendation is granted immediately, the library faculty, in consultation with administrators, faculty, and students, should write a general collection development policy, to ensure that the recent increases in book and periodical budgets are used in ways most supportive of current curriculum needs.

Appendix B-3 (pages 32-38) gives some suggestions for a policy, which will cover such areas as duplicates, textbooks, research materials, older materials, gifts, readings used for classes, students' recommendations, interdisciplinary items, and interdepartmental cooperation.

C. Building and Equipment

C 1. BUILDING PROGRAM STATEMENT

In the past few years there have been several improvements in the Roy O. West Library, including carpeting, study rooms, and additional carrels. The administration have promised additional major support for the modernization of the library. (One grant, for $100,000 to be matched by DePauw, has been requested.) Since any major changes will affect library service well into the next century, careful planning is necessary to decide on and then implement a major renovation.

Appendix C-1 (pages 39-45) sets forth the usual way of writing a comprehensive BUILDING PROGRAM STATEMENT, noting the consultation and cooperation that will be necessary. Because the establishment of another long-term committee would strain the resource of faculty time, the Self-Study Committee recommends that the library faculty initiate efforts to plan library renovation, consulting people both on and off campus, as outlined in the Appendix.

C 2. AUTOMATED CIRCULATION SYSTEM

The present circulation system, using key-sort cards, is antiquated and time consuming. With increasing automation in the library and with increases in requests about books, the appropriateness of an automated circulation system becomes clear. A new system could help patrons locate materials, reduce time for book searches, and identify frequently used materials.

Because of the expense of such a system, a very careful study of needs and costs should be made.

C 3. ELECTRONIC SECURITY SYSTEMS FOR BRANCH LIBRARIES

The recent installation of an electronic security system in the Roy O. West Library suggests the possibility that similar devices are needed in the Science and Music Libraries. After an evaluation of the effectiveness of the new system and an assessment of the losses in the two branch libraries, the library should determine whether the same or similar detectors should be installed.

C 4. OCLC TERMINALS

A terminal in the technical services area of the library connects us with the computers at the Ohio Computer Library Center (OCLC) and with thousands of other libraries. This network assists us in cataloging, in inter-library loan, and, more recently, in the automated handling of acquisition and holdings of serials. Our terminal was supplied by INCOLSA (the Indiana Cooperative Library Services Authority) and is owned by it. Such terminals usually last about five years, and ours is now five years old.

Recent increases in the services assisted by the OCLC terminal require careful consideration of the purchase of a second terminal, to be located where it will be accessible to reference (inter-library loan), serials, and where needed, patrons. The cost of each terminal is several thousand dollars. The committee recommends that the present terminal be replaced when necessary and the purchase of a second terminal be planned.

C 5. TERMINAL FOR ON-LINE SEARCHING

A new service, much appreciated in a few areas (especially psychology) is DIALOG, an on-line searching of data bases (such as Psychological Abstracts). The experience of other libraries shows that this service can expand rapidly. If a second reference librarian is hired, the library should continue and improve this automated searching.

Present conditions require that some equipment be detached from the OCLC terminal for use in data-base searching. Continued service would require a "dedicated" terminal, other equipment, copies of the necessary manuals, and a separate area for this service.

Appendix C-5 (pages 46-55) contains additional information about this service at DePauw after one semester.

MINOR RECOMMENDATIONS (items of less importance)

D. Personnel (Support Staff and Students)

D 1. STUDENT ASSISTANTS

The library instruction grant (which expires August 31, 1982) has funded several student assistants in reference, to make signs, reshelve books, check bibliographies when requested by teachers, provide courier service to Indiana University, and copy periodical articles at I.U. The committee recommends that the university now provide the approximately $1000 per year to pay for these services.

The University Archives also needs additional student assistants, and the committee recommends that this be provided through the usual budgetary process for the Archives, which includes funding by the North and South Indiana Conferences of the United Methodist Church.

D 2. ARCHIVES ASSISTANTS (temporary and part-time)

The Archives is in the process of requesting special funding from the United Methodist Conferences to pay part-time, temporary assistants for some long-range projects, especially preparations for the Methodist Bicentennial in 1984. The committee encourages this application. Some of the funds for student assistants in the archives will supplement the extra clerical or professional work funded by the church.

E. Administration and Management

E 1. LIBRARY ADMINISTRATION - POLICIES AND DECISION MAKING

The Self-Study showed that both professional and support staff in the library want to be more involved in decision making within the library and want to know more about administrative decisions that affect the library.

The Director of Libraries can communicate administrative decisions to the staff at regular meetings of the professional librarians (as is done now) and also at occasional meetings of all the staff.

The Self-Study also showed a need within each division to update its policies and provide easy communication to new employees. This will also enable staff members to communicate current policies clearly and consistently to library users. To facilitate cooperation and an exchange of information between divisions, there should be a compilation of policies - general and for each division - by the director, and this compilation should be available to all the staff.

The library staff want to learn more about the work of other staff members. General meetings would help to share job information; it might also be possible to have support staff members work occasionally in different areas.

The director should appoint a committee of professional and support staff to consider these proposals and present various options for implementing them. Appendix E-1 (pages 56-61) contains the report of the task force on policies and the report of the task force on management.

E 2. COORDINATOR OF AUDIO-VISUAL SERVICES

The AV coordinator for the university is located in the library building, but is not under the Director of Libraries. Though several attempts have been made to centralize audio-visual services at DePauw, the present office handles only part of these services. Questions about AV services were included in the survey and some problems were revealed. There was no consensus on solutions, and the committee makes no recommendations.

E 3. ADDING INFORMATION TO THE NETWORK DATABASE

As mentioned in C 4 above, the terminal in the technical services area connects our library to a data-base at OCLC in Ohio. Information about our book collections has been entered for recent materials and for some older materials. The library wants to continue RETRO CON, the conversion to automated format of our retrospective bibliographical information.

The committee recommends that this project be pursued. The technical services librarian and the director should prepare a statement, to insure continuity, and they should continue to work with other private colleges and universities in Indiana to obtain funding for an extra terminal and additional labor.

E 4. PERIODICALS TO MICROFILM

The conversion of Periodicals to microfilm makes better use of library stacks while preserving needed but non-current copies of the important periodicals. This practice should continue and should be integrated with the major building changes. Funds will be needed occasionally for additional microfilm readers and printers.

E 5. FINANCIAL RECORDS

The present system for ordering and paying for library materials requires duplication between the library and the Finance Office. A simplified procedure should be developed and implemented, with plans for eventual automation.

E 6. PAPERBACK BROWSING COLLECTION

For the past few years the librarians have explored the possibility of establishing a paperback collection to supplement the general-reading books rented from the McNaughton Company. The committee favors such a collection but does not give it high priority. A review of needs and costs should be made in six months or a year, and cooperation with the bookstore, which wants to handle more current paperbacks, will help both places. A detailed proposal is available in the office of the director.

E 7. CONSERVATION OF LIBRARY MATERIALS

The Self-Study Committee did not examine the need for conservation of library materials, but the DePauw libraries face the same expensive dangers that confront other institutions: fading paper, decaying bindings, continuing damage from heat, humidity, light, and pests.

Currently the University Archives is planning a conservation program, and that plan might serve as a plan for the library, with the necessary adjustments. The committee expects that some librarian will be designated "conservation officer" and take primary responsibility for preservation. Funds for specific projects will be needed.

E 8. CHOICE CARDS

The Self-Study has shown wide faculty interest in collection development and openness to guidance from the librarians. The use of the listings of CHOICE, a monthly book review publication, in 3x5 card form will facilitate cooperation. The cards have been ordered and the librarians plan to consult the departments and individual faculty members.

F. Facilities

F 1. EQUIPMENT AND SUPPLIES

The bibliographic instruction grant has provided, for the past four years, materials needed to print and duplicate guides, make signs, and provide slides and transparencies. Constant use by patrons and frequent changes to update information require continuation of these services. The yearly costs of $1200 have been requested in the reference budget for fiscal 1983, and the committee recommends that this be funded on a continuing basis.

F 2. AUDIO-VISUAL SUPPLIES

As noted in E 2 above, the library does not have primary responsibility for audio-visual services, but it does have a collection of equipment and materials for repair. Supplies should be provided for this with the realization that new equipment must be purchased occasionally.

F 3. WORD PROCESSING AND AUTOMATIC TYPING

The Self-Study committee has not included a detailed assessment of the needs of the different divisions of the library for modern equipment such as automatic typewriters or terminals which provide access to word processing, text editing, and other functions.

The Archives has expressed particular interest in and need for the production of many "pattern letters" and for the processing of large quantities of data. The funds requested from the United Methodist Conferences (see D 4 above) will be used in part to pay for these services.

The committee recommends as follows: the administration should consider the possibility of providing a terminal in the library to each of the computers in the computer center; the archives and other divisions should have access to, and not necessarily possession of, facilities for producing large numbers of letters and other documents.

SUMMARY OF RECOMMENDATIONS AND SCHEDULE

RECOMMENDATION	OFFICE(S) RESPONSIBLE
A 1. Technical Services Librarian	Library & Provost have approved.
A 2. Second Reference Librarian	Library has submitted request to Resource Allocation Subcommittee.
A 3. Collection Development Librarian	Library has submitted request to Resource Allocation Subcommittee.
A 4. Government Documents Assistant	Library: Reference has submitted request to V.P. for Finance.
A 5. Technical Services Assistant	Library will submit request.
B 1. Library Mission Statement	Library staff have drafted statement and revised it after discussion with Provost; further discussion planned.
B 2. Administration-Library Relationships	Library staff have discussed with Provost; Provost will initiate discussion of implementation of Self-Study recommendations.
B 3. Collection Development Policy	Library faculty will initiate.
C 1. Building Program Statement	Librarians have written plan for consideration by administration.
C 2. Automated Circulation System	Library: Circulation Librarian is studying alternatives.
C 3. Security System for Branch Libraries	Library: will consider after evaluation of new electronic security system in Roy O. West Library.

RECOMMENDATION	OFFICE(S) RESPONSIBLE
C 4. OCLC Terminals	Library will request funds.
C 5. Terminal for On-Line Searching	Library: Reference has requested funding.
D 1. Student Assistants	Library: Reference and Archives have requested funds.
D 2. Archives Assistants	Archives has requested funding.
E 1. Library Administration - Policies and Decision Making	Library: Director will review present procedures and will appoint a committee.
E 2. Coordinator of Audio-Visual Services	No action recommended.
E 3. Adding Information to Network Detabase	Library: Director and Technical Services Librarian will study.
E 4. Periodicals to Microfilm	Library: Periodicals Department will supervise and will request funds when necessary.
E 5. Financial Records	V.P. for Finance, Director of Libraries, and Technical Services Librarian will discuss revision of present system.
E 6. Paperback Browsing Collection	Library will implement in six month to a year.
E 7. Conservation of Library Materials	Library faculty will discuss; archivist will submit a report.
E 8. CHOICE Cards	Library: cards have arrived; librarians have met with all departments.

RECOMMENDATION	OFFICE(S) RESPONSIBLE
F 1. Equipment and Supplies	Library: Reference has suggested funds in 1983 budget.
F 2. Audio-Visual Supplies	Library: Circulation Librarian will request funds as needed.
F 3. Word Processing and Automatic Typing	Library will request access to computers and automatic typwriters.

APPENDIX I

Documents to explain and
support the RECOMMENDATIONS
(with corresponding numbers).

Appendix: 1

Appendix A

January 29, 1982

To: Mr. Martindale
From: Larry Hardesty

Re: Library Faculty Positions

In separate memos I have carefully outlined the need for two additional library faculty positions next year. These librarians will have a number of essential and time-consuming responsibilities, and from examining the number of library faculty positions, I think it will be impossible for certain essential services to be offered without this additional staff. I have compared the library faculty positions against three standards: 1) the number of library faculty positions previously at DePauw University; 2) the number of students per library faculty position at ACM and GLCA institutions; and 3) the 1975 "Standards for College Libraries" recommended library faculty positions for DePauw University. Attached are appendices to support my conclusions.

1. During the past fifteen years there has been a major reduction in the library faculty positions at DePauw University. From 1963 through 1966 the library had eight librarian positions and one archivist position. Next year, if no additions are made, the library will have only four librarian positions and one archivist position (see Appendix One).

   Of the four continuing librarian positions, one will be filled by a newly employed librarian replacing an experienced librarian who has been with DePauw University more than twenty years. This loss of experience will be critical.

   The reference department has been reduced from 3 3/4 librarians from two years ago to only one librarian next year. During the past six years the reference department has offered a number of new services because of outside funding. Most of these services cannot be continued without additional staffing.

2. In comparison with other GLCA and ACM schools, the DePauw University library fares very poorly in terms of number of students per librarian. According to a 1979 survey by Dennis Ribbens, Library Director at Lawrence University, DePauw University now ranks seventeenth out of twenty ACM and GLCA schools reporting in terms of students per librarian (approximately 360 students per librarian).

   Next year with four faculty library positions, DePauw University will rank last in this category among these institutions (approximately 580 students per librarian). Even with the two requested library faculty positions, DePauw University will still rank only seventeenth among the twenty schools reporting (see Appendix Two).

3. In comparison with national standards based on actual staffing of college libraries, the DePauw University library rates near the bottom (see Appendix Three). Even with a conservative estimate of library staffing needs, we currently rate a "C" grade, and next year, with no additional staffing, we will rate a "D" or lower grade. Even with the two requested positions, we will rate, at best, a "C" rating.

I think it is apparent from these comparisons that without additional library faculty that the DePauw University libraries will no longer be able to offer those services traditionally expected of small academic libraries. Already we know from the surveys of students and faculty and from the studies of the collection that there is considerable room for improvement. Because of two grants and the work of experienced staff, the librarians have been able to maintain certain services and offer new ones in recent years. I don't believe these basic services can be offered with only four librarians next year.

APPENDIX ONE

DEPAUW UNIVERSITY LIBRARIANS

1962-1982

Appendix: 4

1962-1963	1963-1964	1964-1965
Jim Martindale Librarian	Jim Martindale Librarian	Jim Martindale Librarian
Audrey Knowlton Reference Librarian	Audrey Knowlton Reference Librarian	Audrey Knowlton Reference Librarian
Jessie Mullendore Catalogue Librarian	Jessie Mullendore Catalogue Librarian	Jessie Mullendore Catalogue Librarian
Eleanor Carmichael Assistant Reference-Catalogue Librarian	Eleanor Carmichael Assistant Reference-Catalogue Librarian	Eleanor Carmichael Assistant Reference-Catalogue Librarian
Emily Alward Documents and Assistant Reference Librarian	Emily Alward Documents and Assistant Reference Librarian	Emily Alward Documents and Assistant Reference Librarian
Dan Smith Circulation and Assistant Reference Librarian	Dan Smith Circulation Librarian	Dan Smith Circulation Librarian
Larry Cunningham Assistant Reference-Acquisition Librarian	Larry Cunningham Periodicals Services Librarian	Larry Cunningham Periodicals Service Librarian
	Mary Jane Carr Acquisitions Librarian	Mary Jane Carr Acquisitions Librarian
Eleanore Cammack Archivist	Eleanore Cammack Archivist	Eleanore Cammack Archivist

Appendix: 5

1965-1966	1966-1967	1967-1968
Jim Martindale Librarian	Jim Martindale Librarian	Jim Martindale Librarian
Audrey Knowlton Reference Librarian	Audrey Knowlton Reference Librarian	Audrey Knowlton Reference Librarian
Jessie Mullendore Catalogue Librarian	Eleanor Carmichael Catalog Librarian	Eleanor Carmichael Catalog Librarian
Eleanor Carmichael Periodicals Service Librarian	Emily Alward Documents and Assistant Reference Librarian	Emily Alward Documents and Assistant Reference Librarian
Emily Alward Documents and Assistant Reference Librarian	Dan Smith Circulation Librarian	Dan Smith Circulation Librarian
Dan Smith Circulation Librarian	Mary Jane Carr Acquisitions Librarian	Mary Jane Carr Acquisitions Librarian
Mary Jane Carr Acquisitions Librarian		
Yen-Yen Peng Intern Librarian (Second Semester)		
Eleanore Cammack Archivist	Eleanore Cammack Archivist	Eleanore Cammack Archivist

1968-1969	1969-1970	1970-1971
Jim Martindale Librarian	Jim Martindale Librarian	Jim Martindale Librarian
Audrey Knowlton Reference Librarian	Audrey Knowlton Reference Librarian	Eleanor Carmichael Catalog Librarian
Eleanor Carmichael Catalog Librarian	Eleanor Carmichael Catalog Librarian	Dan Smith Circulation and Periodicals Librarian
Emily Alward Documents and Assistant Reference Librarian	Dan Smith Circulations and Periodicals Librarian	Mary Jane Carr Acquisitions Librarian
Dan Smith Circulation and Periodicals Librarian	Mary Jane Carr Acquisitions Librarian	Robert Kern Reference Librarian
Mary Jane Carr Acquisitions Librarian		
Eleanore Cammack Archivist	Eleanore Cammack Archivist	Eleanore Cammack Archivist

Appendix: 7

1971-1972	1972-1973	1973-1974
Jim Martindale Librarian	Jim Martindale Librarian	Jim Martindale Librarian
Eleanor Carmichael Catalog Librarian	Eleanor Carmichael Catalog Librarian	Eleanor Carmichael Catalog Librarian
Dan Smith Circulation and Periodicals Librarian	Dan Smith Circulation and Periodicals Librarian	Dan Smith Circulation and Periodicals Librarian
Mary Jane Carr Acquisitions Librarian	Mary Jane Carr Acquisitions Librarian	Mary Jane Carr Acquisitions Librarian
Robert Kern Reference Librarian	Robert Kern Reference Librarian	Robert Kern Reference Librarian
David Olson University Archivist	David Olson University Archivist	David Olson University Archivist

Appendix: 8

1974-1975	1975-1976	1976-1977
Jim Martindale Librarian	Jim Martindale Librarian	Jim Martindale Librarian
Eleanor Carmichael Catalog Librarian	Eleanor Carmichael Catalog Librarian	Eleanor Carmichael Catalog Librarian
Dan Smith Circulation and Periodicals Librarian	Dan Smith Circulation and Periodicals Librarian	Dan Smith Circulation and Periodicals Librarian
Mary Jane Carr Acquisitions Librarian	Mary Jane Carr Acquisitions Librarian	Mary Jane Carr Acquisitions Librarian
Robert Kern Reference Librarian	Larry Hardesty Reference Librarian	Larry Hardesty Reference Librarian
		Kathleen Owens Reference Librarian (CLR-Grant Funded)
David Horn University Archivist	David Horn University Archivist	David Horn University Archivist

1977-1978

Jim Martindale
Librarian

Eleanor Carmichael
Catalog Librarian

Dan Smith
Circulation and
Periodicals Librarian

Mary Jane Carr
Acquisitions Librarian

Larry Hardesty
Reference Librarian

Patricia Renn-Scanlan
Reference Librarian
(CLR-NEH Grant Funded,
2nd Semester)

David Horn
University Archivist

1978-1979

Jim Martindale
Librarian

Ria Brown
Reference Librarian
(CLR-NEH Grant Funded)

Eleanor Carmichael
Catalog Librarian

Larry Hardesty
Reference Librarian

Patricia Renn-Scanlan
Reference Librarian
(CLR-NEH Grant Funded)

Dan Smith
Assistant Director of
Libraries

Dana Van Loo
Acquisitions Librarian

David Horn
University Archivist

1979-1980

Jim Martindale
Librarian

Eleanor Carmichael
Catalog Librarian

Dan Smith
Assistant Director of
Libraries

Larry Hardesty
Reference Librarian

Patricia Renn-Scanlan
Reference Librarian
(CLR-NEH Grant Funded)

Dana Van Loo
Reference/Acquisitions
Librarian

Jerry Specht
Reference Librarian
(CLR-NEH Grant Funded)

David Horn
University Archivist

Appendix: 10

1980-1981	1981-1982	1982-1983
Jim Martindale Librarian	Jim Martindale Librarian	Jim Martindale Librarian
Eleanor Carmichael Technical Services Librarian	Eleanor Carmichael Technical Services Librarian	(Replacement Approved) Technical Services Librarian
Dan Smith Assistant Director of Libraries	Dan Smith Assistant Director of Libraries	Dan Smith Assistant Director of Libraries
Larry Hardesty Reference Librarian	Larry Hardesty Reference Librarian	Larry Hardesty Reference Librarian
Patricia Renn-Scanlan Reference Librarian (CLR-NEH Grant Funded)	Dianne Hill Reference Librarian (CLR-NEH Grant Funded)	
Cynthia Whitacre Reference Librarian (CLR-NEH Grant Funded)		

David Horn University Archivist	David Horn University Archivist	David Horn University Archivist

Appendix: 11

APPENDIX TWO

PROFESSIONAL STAFF PER FTE STUDENTS

1.	Antioch	149
2.	Lake Forest	156
3.	Knox	180
4.	Earlham	182
5.	Monmouth	196
6.	Cornell	200
7.	Ripon	226
8.	Beloit	244
9.	Lawrence	250
10.	Grinnell	274
11.	Kenyon	287
	AVERAGE	290
12.	Wabash	321
13.	Macalester	335
14.	Carleton	338
15.	Denison	342
16.	Albion	353
17.	DePauw	358*
18.	Kalamazoo	411
19.	St. Olaf	469
20.	Hope	538
	DePauw	583**

Coe, Colorado, Oberlin, Ohio Wesleyan, and Wooster not reporting.

Source: Survey by Dennis Ribbens, Director of Libraries, Lawrence University

* Includes 4 tenure-track librarian positions, 1 archivist position, one 9-month grant-supported library position, one 10-month grant-supported position, and all support staff.

** Includes 4 tenure-track librarian positions only

Appendix: 12

APPENDIX THREE

The 1975 College Libraries Standards, representing the "aggregate experience and judgment of the academic library profession" and developed on the basis of actual staffing of academic libraries, recommends the following minimum number of librarians for DePauw University libraries.

		Range
1) For each 500, or fraction thereof, FTE students up to 10,000. . . 1 librarian $\frac{2260}{500}$ (FTE 1st semester 1981-82) x 1 =		4 to 5
2) For each 100,000 volumes, or fraction thereof, in the collection. . . 1 librarian $\frac{300{,}000}{100{,}000}$, plus (volumes in the collection x 1		3 to 4
3) For each 5,000 volumes, or fraction thereof, added per year. . . 1 librarian 3,500+ (new books 1980-81--with additional in 81-82) 500+ (bound periodicals 11,000+ (government publications) 15,000+/5,000 x 1 =		2 to 3
		9 to 12
Present DePauw University Librarians, including one grant-supported position and excluding the archivist position, which is not considered in the Standards	5	
DePauw University Librarians next year with no additions, not including archivist	4	
DePauw University Librarians next year with requested positions	6	

(continued on next page)

Appendix: 13

Rating Scale

percent of Standards	
100	A
75-99	B
55-74	C
40-54	D

This is based on a bell curve of actual library staffing

DePauw University Libraries Rating on Number of Librarians

	9 librarians	12 librarians
Current Year (5 librarians)	C (55%)	D (42%)
Next Year With No Additions (4 librarians)	D (44%)	no grade (33%)
Next Year With Requested additions (6 librarians)	C (67%)	D (50%)

Appendix A-1

HEAD, TECHNICAL SERVICES DEPARTMENT. Coordinates technical services operations including acquisitions, cataloging and processing. Requires an ALA-accredited MLS. Additional master's preferred. Familiarity with OCLC, LC and AACR2. Experience in academic library including supervisory responsibility and ability to communicate and work with the academic community. Minimum salary: $16,000. This tenure-track faculty position is open July 1, 1982. Review of applications will begin April 15, 1982. Send a letter and resume to James A. Martindale, Director of Libraries, DePauw University, Greencastle, Indiana, 46135. An affirmative action, equal opportunity employer.

Appendix: 15

Appendix A-2

January 28, 1982

To: Mr. Martindale
From: Larry Hardesty

Re: Reference Librarian: An Addendum to the April 28, 1980 Request to the Resource Allocation Subcommittee

It has been almost two years since the library requested a tenure-track library faculty position be reassigned to the reference department. The need, as emphasized from the findings of the library's self-study, remains as great as it was two years ago. With the ending of the five-year grant from the Council on Library Resources and the National Endowment for the Humanities in August 1982, there will only be one librarian in the department.

With the two grants beginning in 1976, the library has taken the opportunity to expand its services. Attached to this memo is a description of the various services that have been added since 1975. Also, attached to this memo is a description of the level of services the library can maintain with different levels of staffing.

Appendix: 16

REFERENCE DEPARTMENT SERVICES

1975-1976	1980-81
Staffing (before grant program)	Staffing (with grant program)
1 professional librarian 1 reference assistant (general reference, interlibrary loan, clerical) ½ reference assistant (government publications, general reference) 3 reference student assistants (15 hours per week)	3 professional librarians 1 reference assistant (general reference, interlibrary loan, clerical) 1 reference assistant (3/4 government publications, 1/4 media services and general reference) ½ instructional developer 7 reference student assistants (45 hours per week)
Services Provided	
1. 6,000 reference questions (an increase from 1974-1975)	1. 10,000 reference questions; increased level of sophistication of questions
2. Bibliographic guides: approximately a dozen written	2. Bibliographic guides: approximately forty available; half a dozen new ones each year; half a dozen old ones revised; approximately 3,000 distributed annually
3. Interlibrary loan: small number by mail	3. Interlibrary loan: a large number primarily through OCLC
4. Government publications: minimum handling and service	4. Government publications: improved check-in service; frequent weeding and shifting; more assistance to students and classroom instructors.

5. Classroom presentations: only one or two during the year	5. Classroom presentations: approximately fifty given during the year; most involved guides, colored slides, and other media
6. Media services: none	6. Media services: ½ support staff assistant to supervise sign-making, organization of slide collection, ordering of supplies, and related activities
7. Checking of reading lists and bibliographies: none	7. Checking of reading lists and bibliographies: reference student assistants check reading lists, bibliographies, and *Books for College Libraries*, and other sources against library holdings
8. Interviews with classroom instructors: none	8. Interviews with classroom instructors: all new classroom instructors interviewed at beginning of year; many continuing faculty consulted concerning bibliographic instruction and collection development
9. Courier service to Indiana University libraries: none	9. Courier service to Indiana University libraries: reference student assistant drives University vehicle once a week to Indiana University; transports students and instructors; photocopies journal articles; returned Indiana University books
10. Database searching: none	10. Database searching: started 1981-82; provides online searching to several dozen indexing and abstracting services; approximately fifty searched conducted first semester 1981-1982.

11. Service to DePauw University: reference librarian did not serve on any committee	11. Service to DePauw University: reference librarians serve on committees and active in division
12. Service to profession: none	12. Service to profession: reference librarians active in state and national profession associations; conduct research, present papers, publish in journals

LEVELS OF REFERENCE SERVICE ACCORDING TO STAFFING

	Staffing	Reference Questions	Interlibrary Loan
*1975-1976	1 reference librarian 1 reference assistant 1 documents assistant 15 hours of reference student assistants per week	Moderately busy, low level of sophistication of reference questions; many students probably not aware of reference services	Minimum level of interlibrary loan; mail service only
1981-1982	2 reference librarians 1 reference assistant (interlibrary loan, general reference, clérical) 1 reference assistant (3/4 government publications, 1/4 reference and media services) ½ instructional developer 45 hours of reference student assistants per week	Very busy, but a reduction in the level of sophistication of questions from previous two years as a result of less time for consultation with instructors and fewer classroom presentations	Very busy, reference assistant spends an average of two hours per day on interlibrary loan; increase due to both more lending and borrowing through OCLC
*1982-1983	(proposed staffing) 2 reference librarians, with assistance from other librarians 2 reference assistants (same as 1981-1982) 45 hours of reference student assistants per week	Very busy with increased number of questions and higher level of sophistication as a result of increased number of classroom presentations and increased time spent consulting with classroom instructors; level of service similar to 1978-1980 period	Very busy, reference assistant will continue to spend at least two hours per day on interlibrary loan; some increase may occur due to increased use of online database searches; many sources found through searches may not be at DePauw University

*The reference department will revert to the 1975-1976 level of staffing in 1982-1983 unless additions are made to the library staff. The total library staff will be less than in 1975-1976.

Appendix: 20

	Government Publications	Bibliographic Guides	Classroom Presentation
*1975-1976	Maintenance level only; no time for weeding or for promoting use of the collection	Little time for preparation of new guides; little time for revision of existing guides	Very few classroom presentations; no new classroom presentations
1981-1982	Shifting of collections; weeding of collections; promotion of use of the collections	Our new guide prepared; no time for revision of existing guides	Reduction in the number of classroom presentations from 1977-1979 level because of lack of time and change in academic programs
*1982-1983	Shifting of collections; weeding of collections; promotion of use of the collections	Revision of existing guides and writing of new guides	Increased number of classroom presentations because of time to prepare and actively promote classroom instruction

	Online Searching	I.U. Courier Service	Media Service
*1975-1976	No online searching	No I.U. Courier Service	No media preparation for classes
1981-1982	New service started with approximately fifty searches during the first semester	Continuation of offering transportation to students and instructors to I.U. libraries once a week; photocopying journal articles; returning books	No time to prepare new slide presentations; some overhead transparencey preparation; some audiotape preparation
*1982-1983	Active promotion of online searching	Continuation of I.U. Courier Service	Preparation of new slide programs; preparation of overhead transparancies and audiotapes for library instruction

*See note at bottom of page one

	Checking of Bibliographies	Consultation with Instructors	Service to DePauw
*1975-1976	No time to supervise students checking reading lists, bibliographies, *Books for College Libraries*, and other lists of standard materials; no time to consult with instructors about such lists	No time to interview new instructors; little time to consult with continuing instructors; no interviews conducted in 1975-1976	Reference librarian did not serve on any committees in 1975-1976
1981-1982	Supervised students checking of reading lists, bibliographies, *Books for College Libraries*, and other lists of standard materials; little time to consult with instructors about such lists	With the assistance of the archivist, the reference librarians interviewed all new instructors during the first month of the academic year; reduced contact with continuing instructors	One reference librarian served on the teacher education committee and as secretary for the division
*1982-1983	Continued supervision of students checking lists of materials; increase consultation with instructors about such lists	Continued interviewing of new instructors early in the year; increased contact with continuing instructors	Reference librarians continue to serve on University committees and provide similar service to DePauw University in other ways

* See note at bottom of page one

Service to Profession

*1975-1976	Little time devoted to professional development and service to profession
1981-1982	Some reduction in attendance at conferences and workshops; some reduction in activity in state and national associations
*1982-1983	Reference librarians continue to be active in state and national associations; continued attendance at conferences and workshops; continued research, presentations of papers, and publication of articles.

* See note at bottom of page one

Appendix A-3

January 29, 1982

To: Mr. Martindale
From: Larry Hardesty

Re: Collection Development Librarian

As a result of the library's self-study, it has become apparent that increased effort is needed for careful development of the DePauw University library collections. To support this effort, the library should request an additional tenure-track position with the primary responsibility for collection development.

The rationale for this request is outlined as follows:

1. The surveys of the faculty and the students conducted as part of the library's self-study revealed considerable dissatisfaction with the existing collections of the library. For example, approximately seventy-five percent of the seniors, in two separate surveys, reported using other libraries because of the inadequacies of our collections. The results of these surveys have been supported through checking of bibliographies of student papers and by the number of books returned to the Indiana University libraries through the courier service.

2. Despite the increase in the book funds during the past ten years, the number of books added to the collections annually has decreased from almost 5,000 volumes to slightly more than 3,000 volumes per year (less than ten percent of the books published in the United States each year). There is a need for careful selection of the relatively few books acquired for the DePauw University library collections.

3. From meetings with several academic departments and from interviews with several academic department chairmen, it is evident that a wide variety of selection practices now exist at DePauw University. Few, if any, of the academic departments have well-defined and generally understood selection policies. Most academic departments, as indicated by the meetings and the interviews, would welcome increased participation and guidance from librarians in the collection development process.

4. A careful study of the book collection as part of the library's self-study revealed that approximately twenty-five percent of all books acquired for the DePauw University libraries had never circulated. A second earlier study revealed that more than a third of approximately 2,000 relatively recently acquired books had never circulated during their first five years of availability. A collection development librarian would help DePauw University avoid the anomaly of buying so many unused books at a time when our collections are judged inadequate by many students and classroom instructors and our purchasing ability is limited.

5. Finally, the book budget has been significantly increased this year, and careful guidance is needed to ensure that the funds are carefully spent for materials that meet current needs of students.

Appendix: 25

From these statements it is clear that better selection of materials is necessary. Although our present level of staffing does not permit adequate attention to this area, we have decided, because of the extent and immediacy of the problems, to take some steps now. We have used our visits to academic departments and to continuing and new classroom instructors to discuss selection of library materials, and we have ordered Choice cards to provide us with reviews of books for undergraduate libraries. The monthly distribution of these card sets will enable us to discuss and encourage regular, careful book selection that meets current needs of students.

The responsibilities of the collection development librarian will be as follows:

1. Formulate a general collection development policy for the DePauw University libraries.

   In consultation with librarians, classroom instructors, administrators, and students, the collection development librarian will write a statement outlining the guidelines for selection, evaluation, and maintenance of materials in the DePauw University libraries. This policy statement will articulate the collection needs and aspirations of the DePauw University libraries in relation to the mission of the libraries and the University. It should recognize the constraints, such as funding, library space, personnel expertise and time, involved in developing the library collections.

2. Formulate a specific collection development policy for individual departments and programs.

   The collection development librarian will work closely with academic departments and individual classroom instructors to develop collection development policies related to the needs of individual departments and programs in harmony with the general collection development policy. This should involve:

- a. Cooperation with library representatives from the academic departments.
- b. Consultation with academic departments to learn their objectives and how the libraries can assist in achieving those objectives.
- c. Coordination with librarians to develop a system of library liaisons with academic departments, including the coordination of the distribution and use of Choice cards.
- d. Work with special interest areas and programs, such as the Center for Management and International Studies.

3. Assess the DePauw University library collections in relation to present and future needs.
    - a. Analyze and evaluate collection strengths, weaknesses, and effectiveness.
    - b. Review present and proposed course offerings to determine library support needed
    - c. Review and remove materials from the collections that no longer support the present or anticipated mission of the University.
4. Monitor with the director of libraries the on-going selection process, including:
    - a. Coordinate and monitor materials selected by classroom instructors
    - b. Coordinate and monitor materials selected by librarians
    - c. Evaluate gift books
    - d. Recommend books for acquisition
    - e. Maintain effective communication with classroom instructors concerning the selection process

5. Assist the director of libraries in the budget process
    a. Assist in preparing the materials budget
    b. Assist in allocating the materials budget
    c. Assist in seeking outside support for collection development
6. Seek cooperation with other institutions in supporting the collection needs of DePauw University
7. Assist at the reference desk
8. Assist in the bibliographic instruction program

Appendix: 28

Appendix A-4

February 3, 1982

To: Mr. Martindale
From: Larry Hardesty

Re: Reference Assistant for Government Publications

When DePauw University was awarded the five-year grant by the Council on Library Resources and the National Endowment for the Humanities in 1977, DePauw University combined the already existing half-time position in government publications with the half-time position funded by the grant to develop and organize the grant-related media. With the ending of the grant support as of August 1982, I recommend that DePauw University assume the additional half-time position so we will continue to have a full-time support staff position responsible for government publications and media related to library instruction.

Through the Government Printing Office I obtained comparable information with ten other colleges in the Midwest of similar size to DePauw University. These schools are: Albion, Denison, Earlham, Illinois Wesleyan, Lake Forest, Oberlin, Ohio Wesleyan, Valparaiso, and Wooster. The Government Printing Office did not provide me with the information for the colleges by name, but it appears that the present staffing we have in government publications is comparable with the staffing at most of the other colleges. I have included this information on a separate sheet. In addition, Cathie Bean has compiled statistics indicating the increase in the workload in government publications during the past few years, and this information is included on a separate sheet.

To reduce the staffing to a half-time position would greatly hinder the ability of the library to provide good service through the government publications collection. We are the oldest select depository of government publications in Indiana, and the federal government estimates that they provide well over $10,000 worth of documents free each year to the average select depository. Therefore, I believe it very important we continue to provide good service through this collection.

Cathie Bean has developed considerable expertise in this area. She has been able to undertake major shifting and weeding projects in the collection during the past few years. To aid in the efficiency of handling the new documents, Cathie has totally reorganized the office routine and records kept on the documents. An inventory of the documents collection is now in progress; completion of this project is vital for updating present records of the collection. She supervises four students who work in the documents/media office during the academic year. Two students mark and shelve documents, another student shelves topographical maps and "temp" binds government periodicals, and a fourth student is involved in the development of signs and other media. During the summer, one student works thirty-five hours per week for about ten weeks and does all of the above student work. Cathie has promoted use of the collection through her ability to answer reference questions, and she notifies classroom instructors and administrators when documents of interest to them are received by the library.

In addition to these responsibilities, Cathie maintains the collection of audio-visual equipment and materials used to support the library instruction program. This involves organizing slides for classroom presentations, developing overhead transparencies, and selecting documents for classroom presentations. She works one evening per week at the reference desk and serves as back-up on interlibrary loan.

I strongly recommend that DePauw University provide the additional half-time support so this position will continue to be full-time.

Larry Hardesty
Head of the Reference Department

Appendix: 30

ANNUAL STATISTICS
FOR ACADEMIC YEARS
1978-79 thru 1981-82*

YEAR	78-79	79-80	80-81	81-82*
Government Documents				
Books Added	11,470	12,185	12,211	6,142
Books Withdrawn	2,102	2,742	2,461	13,175**
Microforms Added	2,253	2,352	3,008	2,428
Microforms Withdrawn		431	198	64
New Items Chosen	109	39	64	47
Topographical Maps				
Maps Added	3,450	2,688	2,640	1,415
Maps Withdrawn	1,015	2,402	769	1,100

* Not complete year/ total of July thru Dec. figures only.

** Number of documents weeded from collection over the past two years

Appendix: 31

GOVERNMENT PRINTING OFFICE SURVEY

Question

15. Approximately 4,000 items are available for depository selections. What percent has been selected for your depository?

(a) All 0 (b) 75% 0 (c) 50-75% 5*
(d) 25-50% 1 (e) 10-25% 1 (f) under 10% 0

33. How many hours a week is documents reference service available?

(a) 30 hours or less 0 (b) 30-50 2
(c) 50-60 hours 3 (d) 60-80 hours 4
(e) More than 80 hours 2* **

34. How many hours of professional or para-professional staff time per week is directly involved with U.S. Government documents?

(a) Less than 10 hours 1 (b) 10-20 hours 3
(c) 30-40 hours 6* (d) 40 hours 1
(e) More than 40 hours 0

35. How many hours of clerical staff time per week are directly involved with U.S. Government documents?

(a) Less than 20 hours 2* (students only) (b) 20-30 hours 7 (c) 30-40 hours 1
(d) 40-60 hours 1 (e) More than 60 hours 1

38. How many unopened shipments does your library have on hand?

(a) None 5* (b) Less than 5 5 (c) 5-10 1

39. On the average, how much time elapses after depository publications are received before they are removed from the mailing wrapper and checked with shipping lists?

(a) None 0 (b) 1 day 7* (c) 2 days 1
(d) 3 days 1

* DePauw University's response

** Includes all reference desk hours for DePauw University

Appendix B-3

May 7, 1981

TO: LIBRARIANS

FROM: Larry Hardesty

SUBJECT: Collection Development Policies

From the faculty survey and the meetings with the academic departments as part of the self-study, there appears to be an interest in collection development. This may fall in the area to be investigated by the service domain task force (Eleanor, Dan, Paul Kissinger, and Rob Thomas). However, I would like it to be discussed by the librarians at the staff meeting before it becomes part of the self-study.

Attached (which some of you already have) are excerpts from statements from the policies and procedures from other libraries. This may give us some ideas.

Our discussion at the next staff meeting might center around the following questions:

1. Is a written collection development policy needed?
2. If yes, what areas should be included? Gifts? Textbooks? Duplicate copies? Types of materials to be included in the library? Selection tools used? etc.
3. How elaborate, explicit, detailed, etc. should the policy be? Should each academic department develop collection development policies reflecting specific needs?
4. Etc.

Library Acquisition Policies and Procedures

Gettysburg College Library (excerpts)

General Principles

The library exists to support the total program of the college. Therefore, the development of the library collection should parallel the development of the college itself. Library materials will be acquired in accordance with the following priorities, ranked in descending order of importance.

1. Materials to support the current teaching program of the college, noting that it is an undergraduate institution;
2. General reference works, and works in fields not currently directly related to college programs but which are of such importance that they belong to any respectable scholarly library;
3. Materials to support the research needs of the faculty and to assist administrative and service personnel in the effective performance of their duties (this may include works dealing with topics of current concern to members of the campus community);
4. Materials to support cooperative programs with other libraries or academic institutions; to maintain and develop a limited number of special collections; to form a foundation collection in support of anticipated future programs of the college; and to acquire appropriate varieties of recreational library materials, as funds permit.

Gifts

Materials received as gifts will be evaluated by the same criteria as materials purchased; nothing will be added simply because it is "free" (all items generate processing and storage costs) unless it enhances the intellectual value of the collection. Everything donated to the library becomes library property, to be used as the library staff deems appropriate; unneeded items will be disposed of by sale, exchange, donation or discard.

Procedures

Departments are encouraged to spread their ordering evenly through the ordering period (July 1 to April 1 of each year), which will facilitate processing by the acquisitions department. Very large groups of order cards, especially late in the year, are subject to delays.

The normal cutoff date for ordering is the end of March, and all departments are expected to have enough orders submitted by that date to use up their allocation. To allow for discounts and cancellations, it is wise to submit orders with a total list price exceeding by ten to fifteen per cent the allocation. Funds are not carried over into the following fiscal year, and funds not spent are lost to the department.

The library will provide once a month except during the summer a financial statement on each department's allocation.

Suffolk University College Library (excerpts)

Objectives of the College Library in Collection Development

The collection is dedicated to the use, rather than to the preservation, of recorded knowledge and reflects an emphasis on current, rather than archival, needs for information.

Selection Tools

The use of publishers' announcements, commercial catalogs, and other nonselective sales-oriented lists is discouraged.

Reserve Books

Faculty who wish to place library books on course reserve should send copies of their syllabus to the library at the easrliest possible date, at least six weeks prior to the beginning of the term.

Dickinson College Library (excerpts)

Statement of Standards and Criteria of Selection of Resources

The following criteria should be observed in the selection of resources.

1. The first priority will be given to resources that serve as either required or supplementary works for courses or to fulfill the general aims of a liberal education.
2. Only those resources will be acquired whose level of maturity is appropriate to the needs of the undergraduate student and the faculty.
3. The purchase of research materials solely for individual faculty use will be subordinated to the adequate fulfillment of the first priority of acquiring resources for the undergraduate, and should not normally exceed ten percent of department allocations. . . .
4. Resources selected should be in the English language except for basic and respresentative works in any language taught at the college....

Library, College of the Desert

The selection of library materials is the particular responsibility of the librarian, with the approval of the college president under authorization of the Board of Trustees. The librarian will be aided by the faculty in the development of the collection.

Moorehead State University Library (excerpts)

Research Materials

While the library has a responsibility to serve the research needs of the graduate program and the faculty, the major responsibility of the library lies with the teaching program on the undergraduate and graduate level, and this function shall receive top priority.

Foreign Language Materials

The college library shall purchase the foreign language materials required to attain the curricular objectives of the college. However, most of our students do not read foreign languages easily, and a higher priority shall be given to materials in the English language unless that material is to be used as an aid in the teaching and learning of foreign languages. In such cases difficulty and appropriateness of the material shall be a prime consideration before it is purchased.

Multiple Copies

Generally only one copy of an item shall be purchased, and the use of the library book budget to supply course textbooks is discouraged. However, multiple copies of materials may be purchased when the need of such copies can be demonstrated by use.

Holy Names College Library

Textbooks

Sincle copies of textbooks will be purchased only when that title represents the best source of information in that field. Library funds are not appropriated for the purpose of acquiring multiple copies in lieu of textbooks for specific courses.

Iowa State University Library

9. The library will not purchase extensive in-depth materials for specific theses topics of graduate students or for short-term research projects of staff members unless the library's acquisitions policy specifies intense collection development in that area.

Portland State University Library (excerpts)

Selection Levels

The library selects materials basically on four levels which conform to the levels of courses in the university's instructionsl programs. The higher levels of acquisition include all lower levels.

Level I provides support for courses offered at the lower division level. The materials purchased at this level are in support of the 100 and 200 courses. Introductory works, outlines, handbooks and general surveys comprise the major purchases. ....

Level II includes courses offered at the 300 and 400 level--the undergraduate major. Materials are acquired to support the specific course, as well as to provide some coverage of every aspect of the particular discipline. . . . The principal selection tools are CHOICE and the various undergraduate catalogs....

San Antonio College Library (excerpts)

Priorities

Priority for books and other materials to be purchased for the library is given to those materials which meet direct curricular needs in the courses offered, including items needed for class assignments, collateral reading, references made in the textbooks, supplemental individual study or term papers and reports, including those references and bibliographical tools which facilitate finding and using these materials.

Materials Not Normally Purchased

With exceptions noted above the library does not purchase:

1. Rare books and first edition per se;
2. Extensive collections of materials in limited subject areas;
3. Research materials (except those for use in student papers);
4. Books in languages not taught at the college;

5. Current fiction;
6. Highly specialized technical books;
7. Textbooks for courses offered at the college;
8. Expensive materials easily available elsewhere in San Antonio.

Gifts

Gift materials represent an outlay of far more library staff time and processing than new materials do. They will be accepted only if the library may dispose of them if their physical condition, obsolescence of the contents, or failure to be of sufficient use to the clientele of the library makes them undesirable.

Appendix C-1

SUGGESTED STEPS IN PLANNING FOR EXTENSIVE REMODELING OF THE ROY O. WEST LIBRARY

The Roy O. West Library is now approximately twenty-five years old, and while it remains structurally sound and adequate in size, little has been done until recently to remodel the building to reflect the changing needs of the DePauw University academic community and to take advantage of new developments in library buildings during the past quarter of a century. What is suggested in this document are a series of steps to promote a careful planning process for extensive remodeling of the Roy O. West Library so that it will continue to meet the needs of DePauw University with few modifications for at least another twenty-five years. Although the time and money involved are much less than in planning a new library building, the same careful planning is needed.

I. Contact the American Library Association for:

   A. A bibliography of releveant readings on library buildings and library building remodeling
   B. A collection of slides on new library buildings, showing study areas signage, staff work areas, etc.
   C. List of library building consultants
   D. List of architects who have worked on library buildings.

II. Appointment of a Planning Committee (by the President) consisting of:

   A. One or more librarians
   B. One or more classroom faculty and administrators
   C. One or more students
   D. A university planner or architect
   E. A building consultant (selected by the planning committee)

III. Write a Building Program Statement (samples available from the American Library Association):

A. Purpose

1. to explain to the architect/interior designer what the building is to do
2. to explain to others (faculty, administrators, trustees, etc.) the purpose of the library building and the proposed modifications
3. to aid in fund raising

B. Method:

1. assess needs by looking at external factors that relate to the library:
    a. enrollment projections
    b. projections of collection development and collection growth as indicated by curriculum changes (honors program, writing courses, etc.), teaching styles (independent learning, use of media, etc.), etc.
    c. new technology in academic libraries
2. assess needs by looking at related functions and enterprises:
    a. audiovisual services (centralized or decentralized; television services remain in library or not; use of auditorium; space needs for television services, etc.);
    b. archives (space needs, etc.)
3. assess needs by examining internal functions and factors of the library:
    a. student needs (various types of study areas, etc.)
    b. collection needs (space, equipment needs such as copiers and microfilm and microfiche readers, etc.)
    c. librarian needs (work areas, new technology needs, location of departments, etc.)

C. Components:

1. introductory statement (brief explanation of purpose of the college and assumptions behind the program statement)
2. statement of philosophy of library service
3. plans for future library service
   - a. students
   - b. collections
   - c. staff
   - d. other
4. description of each function of the library (spell out in careful detail any special characteristics or needs of the library, e.g. acoustical problems, heating and cooling problems, role of archives in relation to the library, role of the television services in relation to the library, role of the language lab in relation to the library, need for better study areas, etc.)
5. costs: the last step after developing the needs; this is established by the architects after developing plans to meet the neds outlined by the planning committee.

IV. Revise and Implement

Larry Hardesty
1-29-81

REMODELING OF THE ROY O. WEST LIBRARY

The Self-Study of the Roy O. West Library, now in its final stage, has shown the need for many physical changes in the library building. To be certain that these changes are made properly, that is, using the most appropriate materials and in conformity with a clear over-all plan, the remodeling of the library should be done with the participation of many people on campus and with the advice of experts. As one expert has written:

> Planning a new library building is an expensive and complicated matter and should not be undertaken without proper preparation (Keyes Metcalf, Planning Academic and Research Library Buildings, 1965, p. 239).

While DePauw University is not planning an entirely new library building, extensive modifications are anticipated in the existing main library building that will allow it to fulfill its function beyond the turn of the century. Therefore, the same careful planning necessary in developing a new library building should be applied to the remodeling of the Roy O. West Library.

Traditionally, planners of library buildings have found several elements to be important. First, once the decision has been made to investigate the planning of a new building or extensive remodeling of an existing building, a planning committee should be formed. Appointment of the committee by the president of the institution adds to the legitimacy of the committee. Membership on the committee may vary, but considerable effort should be made to involve a variety of viewpoints in the development of the building plans. Various pressures will be brought to the committee, relating to considerations of function, economy, student convenience, or staff efficiency. Other pressures may relate simply to personal likes and dislikes. Recognition of the importance of these factors is essential early in the planning process if they are to be successfully addressed.

The planning committee's membership may vary. The traditional membership is as follows:

1. The director of libraries
2. One or more librarians
3. One or more library support staff members
4. A representative of the administration
5. Classroom instructors representing the major fields of social sciences, humanities, and the sciences
6. One or more student members

An alternative form, given the small number of librarians at DePauw University, might be for the librarians to form the committee. Individuals representing other groups may serve on the committee or may simply be given the opportunity to present their views at particular meetings. This should allow more involvement in the proceedings and result in less criticism of the results.

Second, early in the planning process it is important to involve an experienced library building consultant. The consultant should be employed on a long-term basis to allow the best opportunity to perform the greatest service for the money received. The consultant should be employed by the institution, as opposed to being employed by the architect, and should be expected to contribute in the following areas: library space requirements; functional relationships; library administration and organizational problems; library technical services; and library furnishings and equipment. The library building consultant can assist in preparing the library building program statement and can assist in reviewing and critiquing plans.

Third, the expertise of an architect and of an interior designer is necessary. The architect should be selected with considerable care, as he or she clearly accepts responsibility for the design work and should stay with the project to its completion. The interior designer may come from the architect's staff, but experience has shown that the best investment is for the library to retain a qualified interior designer with experience in equipping and furnishing libraries.

Fourth, the library planning committe, the architect, the library building consultant, and the interior designer should develop a library building program statement. In practice, the library director and/or the library building consultant do most of the writing of the statement. It has several purposes:

1. It gives necessary guidance to the architect, the interior designer, and their staffs.
2. It demands detailed consideration and analysis of the library's present and future organizational structure, library services, growth of collections and staff, technological developments, and other factors that may influence building design.
3. It provides a record of the decisions made and, if properly documented, the reasons behind such decisions.
4. It provides an opportunity for the librarian to submit the document to the administration for official approval before being transmitted to the architect.

Typical components of the library building program statement include:

1. An introductory statement outlining the purpose of the university and assumptions behind the program statement
2. Philosophy of library service
3. Plans for future library service
    a. Collection development
    b. Conversion to microfilm
    c. Noise reduction
    d. Centralization of collections
    e. Improved study areas
    f. Others
4. Spatial requirements
    a. Collections
    b. Readers
    c. Staff
    d. Others
5. Description of library functions

The final report of the library self-study can be the source of some of this information. The building program statement will help the architect and the interior designer to develop cost figures for the remodeling.

Sources Consulted:

Metcalf, Keyes. Planning Academic and Research Library Buildings. New York: McGraw-Hill, 1965.

Kaser, David. "Academic Library Buildings." Course Taught at the Graduate School of Library and Information Science, Indiana University, May, 1978.

Poole, Frazer G. "Planning The College Library Building: Process and Problems," College Librarianship, ed. William Miller and D. Stephen Rockwood. Metuchen, New Jersey: Scarecrow Press, 1981.

Cohen, Aaron, and Elaine Cohen. Designing and Space Planning for Libraries: A Behavioral Guide. New York: R. R. Bowker Co., 1979.

Draper, James, and James Brooks. Interior Design for Libraries. Chicago: American Library Association, 1979.

LLH 1-6-82

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Appendix C-5

April 14, 1981

TO: Mr. Martindale

FROM: Larry Hardesty

SUBJECT: Subscription to Online Data Base Services

I believe from the interest expressed by classroom instructors there is sufficient justification for DePauw University to subscribe to an online data base service.

The strongest interest has been expressed by members of the psychology department, with modest interest expressed by various members of the departments of political science, communication arts and science, education, and chemistry. Reservations usefulness of the service were expressed by various members of the department of history, sociology and anthropology, economics and management, and English. I believe use by the psychology department alone should justify the service. It is my recommendation that we begin on a modest basis and see if demand will grow.

The advantages of the services to DePauw University students and faculty are:

1. access to indexing and abstracting services we currently do not have;

2. rapid searching over a number of years of abstracting and indexing services;

3. more effective and efficient searching of abstracting and indexing services through use of Boolean logic;

Other considerations concerning the services to DePauw University students and faculty are:

1. costs
    a. There will be additional costs in terms of equipment, manuals, and training.
    b. There will be costs for the searching--estimated to average $10 to $20 per search.

2. time (closely related to costs)
   a. Additional time will be needed for training searchers.
   b. Additional time will be needed to conduct the searches.

3. Materials: Students will locate materials which the DePauw University libraries do not have. We can obtain some of these materials through the Indiana University courier service and to a much more limited degree, through interlibrary loan. However, there is bound to be some frustration involved when a student pays for a search and discovers in many cases the materials are not readily available. I would guess in many cases the student does not need some of the materials for undergraduate work.

Taking these advantages and disadvantages into consideration, I recommend the following:

1. Subscribe to Lockheed services on a pay-as-you-use services. For modest use this is probably the cheapest method.

2. Have full charge back to the user. This will limit use--but perhaps limit it to "serious" users.

3. Initiate the service by using the currently available printer connected to the OCLC CRT terminal.

   a. The printer is technically compatible with the vendor service;
   b. The printer can be easily disconnected and reconnected from the OCLC CRT terminal while in use.
   c. An acoustic coupler may be available on a loan basis from the computer center; or one may be purchased for approximately $250 (after consulting with Carl Singer). A phone with Suvon capability nearer the printer will be needed.
   d. The main disadvantages are scheduling time (which should be somewhat limited during the first year), and the work area (which will be somewhat inconvenient to both to technical services and to the data base user).

4. Purchase a limited number of data base manuals (see appendix 1).

5. Rely heavily on Incolsa for inexpensive training of two data base searchers.

6. If there is sufficient demand for the service, the second year I recommend:

    a. Purchase of Texas Instrument 745 printer (or equivalent) for approximately $1,500.
    b. Establish work area and place for manuals in office across from Bev's office. This should be adequate to provide a central storage area of the manual and various forms. Also, the searcher should be able to work uninterrupted. A phone will be needed in this room.

Estimated costs (excluding personnel time costs and savings realized through discontinuance of any indexing and abstracting services.)

First Year Manuals -- $175 est.
Thesaurus -- ERIC etc. -- $75 est.
Training -- $250 est. (4 training sessions in in Indianapolis available) $25 per person for 3-4 training sessions,plus mileage.
Worksheets -- $50 est. duplication, supplier, etc.
Acoustic Coupler -- $250 approximately (if needed)

TOTAL $500 to $800 est.

Second Year Manuals -- $100 est.
Thesaurus -- $35 est.
Training -- $200 est.
Worksheets -- $50 est.
Terminal -- $1,500 plus phone connection est.
Furniture (file cabinet, etc.) ??

TOTAL $2,000 plus est.

Appendix: 49

February 1, 1982

To: Mr. Martindale

From: Dianne Hill

Re: Report on and recommendations for computer search service

The decision to offer and subscribe to a data base service was made in April, 1981. The Reference Department staff began conducting searches in September, 1981, and as of January 15, 1982, 55 searches have been done for students and faculty, primarily in the field of Psychology. Most search requests have resulted from class presentations made to the Psychology students in the senior seminars and from faculty doing research. (The Psychology Department showed the most interest in the search service at the time of the introductory demonstration in Spring, 1981.) The total cost of these 55 searches is approximately $385, of which $100 was covered by free time available to new customers from our vendor, DIALOG. (See attachment #1)

As stated in Larry Hardesty's memo of April 14, 1981, the main advantage of the search service is to provide quicker, more efficient access both to indexing services owned by the Roy O. West Library and to provide access to those we do not own. The ability to search indexes on-line is certainly quicker than a manual search. It is difficult, though, to evaluate how comprehensive a search has been. In other words, how can I be sure I got all or most of the citations on the subject of my client's interest?

COST OF SEARCHES

The cost of searches we have done so far has been $10 or under. This is partly due to the fact that we've intentionally kept the searches short; many of them were done for students who had to pay out of pocket. (The searches were usually done in 5 minutes or less.) In the majority of data bases a search can be done for under $10 while $10 to $20 would cover a search in the few expensive data bases.

COST OF MATERIALS

If the volume of searches increases, it will be necessary to buy additional manuals and other search aids. I have found that these aids are necessary in conducting an efficient search since they contain information on indexing practices and data base content. These can be expensive, though, and unless demand for searching a particular data base is high, I don't think the expense is justified.

COST OF PROFESSIONAL AND STAFF RESOURCES:

Time spent in training:

Because the search service was initiated during the busy fall period, there was no formal training period. Instead Larry Hardesty and I "learned by doing." The INCOLSA workshops have been very helpful in keeping up with developments in specific data bases. I've spent four working days at these workshops (Larry, one) and I anticipate from now on, attendance at these sessions will amount to one per month. I've found that the best way to become a better searcher is to practice in a variety of subject areas, but since the demand for searches has so far been minimal, the opportunity for practice has also been minimal. Practicing with hypothetical searches does not seem to be effective as a learning situation since it does not include the step of negotiating and evaluating the search with the client.

Time spent conducting searches:

I spend 2-3 hours per search including consultation time with the client. I am currently averaging one search per week. Under the current staffing situation, I could probably handle 2 searches per week. (As of mid-October, I have handled all the search requests.)

ILL

Staff time on ILL or handling I.U. article orders does not appear to have increased as a result of the search service. If the search service is promoted heavily, however, we should decide to what extent we also want to promote ILL. Requests for ILL service will undoubtedly increase; yet staffing to handle ILL probably will not.

LOOKING AHEAD

In spite of the uncertainty of the staffing situation in the Reference Department, I propose the following goals and recommendation for continuing the computer search service: (See attachment #2)

1. Weigh the advantages and disadvantages of canceling particular periodical indexes we currently own and can access on-line. A computer search service can be viewed as a set of on-line periodical indexes which can replace, supplement or update printed versions the library owns. Specifically, we might investigate with appropriate faculty the need for owning PSYCHOLOGICAL ABSTRACTS (copy 2), SOCIOLOGICAL ABSTRACTS and BIOLOGICAL ABSTRACTS. (See attached list of periodicals owned and available on-line.)

2. Integrate computer searching into the library's reference and bibliographic instruction programs. To this point, computer searching has been a peripheral library service. Computer search requests have been initiated by the client rather than at the suggestion of the librarian. Integrating the service into the reference program would mean allowing the librarian to suggest a computer search, if it seems appropriate, during the reference interview. I recommend subsidizing the first $5 of the search cost which would allow this decision to be made more readily. In addition, I recommend including data base searching in class presentations to illustrate that computer searching is an additional tool to be considered in the research process.

3. Evaluate each search conducted in terms of its usefulness. (A design for such an evaluation form is in the works.) Begin monitoring any changes in ILL volume as a result of the search service.

4. Promote the computer search service through demonstration searches and through enhancing the use of the searches completed with a printed brochure. The demonstration searches would be to faculty who have indicated support of the computer search service or who are known to be doing research. This way of reaching faculty seems preferable to offering another demonstration. (Apparent faculty resistance to attend "another meeting" has influenced me to go with this more individual approach to promotion.) In addition, word of mouth is reported to be the most effective form of promotion. The printed brochure would accompany completed searches and would describe both the general search service and ways of using the results.

5. Begin a regular column in DEPAUW NOTES and/or the DEPAUW to provide continual awareness of the service and its special features, such as possible uses by administration. (Article has been submitted for the February issue of DEPAUW NOTES.)

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ATTACHMENT #1

ON-LINE SEARCHES CONDUCTED SEPTEMBER 22, 1981 - JANUARY 15, 1982

Total number of Searches conducted: (predominantly in the areas of Psychology and Chemistry; other areas include Education, Sociology, Life Sciences, Geology, English Literature, History, Medicine)	55*
Total number of clients using search service: (Students - 12; Faculty/Staff - 5; Other - 3)	20
Total Cost of searches conducted	$385**

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* Includes 3 "practice" searches

** $100 of this amount was covered by DIALOG new user credit

ATTACHMENT #2

ANTICIPATED COSTS FOR ABOVE RECOMMENDATIONS

PROFESSIONAL AND STAFF RESOURCES:

--1 reference librarian Preparation for and executing searches (2/wk)	24 hrs/mo.
Preparation for classes	4 hrs/mo.
Attending training workshops	8 hrs/mo.
	36 hrs/mo. = 4½ da/mo. (1/6 of current searcher's monthly salary)
--1 reference assistant Handling ILL generated by searches	10 hrs/mo.

OTHER:

Recommendation 2b Subsidy of $5 per search (2/wk) (Feb.-May '82 & Sept. '82 - May 1983)	$480
Recommendation 3 Printing cost for evaluation form	5
Recommendation 4 Cost of demonstration searches (5 @ $10)	50
Printing cost for brochure	5
Fund to cover adjustments made due to error, etc.	25
Fee for attending INCOLSA workshops, 3 @ $25	75
	$640

Additional search aids as needed.

ATTACHMENT #3

INDEXES OWNED BY WEST LIBRARY WHICH ARE ALSO AVAILABLE ON-LINE

INDEX TITLE AND COST PER YEAR (1982 price)		ON-LINE COUNTERPART & COST PER HOUR.	
BIOLOGICAL ABSTRACTS	$1625	BIOSIS PREVIEWS (1977-present)	$ 58
CHEMICAL ABSTRACTS	5200	CA SEARCH (1967-present) No abstracts	64
ENCYCLOPEDIA OF ASSOCIATIONS (latest edition owned - 1980)	120	ENCYCLOPEDIA OF ASSOCIATIONS (Current year only)	45
FOUNDATION DIRECTORY (latest edition owned - 1979)	40	FOUNDATION DIRECTORY (Current year only)	60
INDEX MEDICUS	Depository item	MEDLINE (1966-present) contains abstracts 1975 on	35
JOURNAL OF ECONOMIC LITERATURE	100	JOURNAL OF ECONOMIC LITERATURE	
MLA BIBLIOGRAPHY (latest edition owned - 1981)	150	MLA BIBLIOGRAPHY (1976-78)	55
PSYCHOLOGICAL ABSTRACTS (2 copies)	450	PYSCH. INFO. (1967-present)	65
SOCIOLOGICAL ABSTRACTS	175	SOCIOLOGICAL ABSTRACTS	55

Appendix E-1

DEPAUW UNIVERSITY LIBRARIES - SELF-STUDY

Committee on Policies

Members: Patricia Renn-Scanlan; Dorothy Routt, Cynthia Whitacre; David Horn (Chairperson)

MEMO TO SELF-STUDY COMMITTEE

Request: We ask the committee to review our charge and procedures and to decide whether and how we should continue.

Charge: to discover what policies are in force, both in the library as a whole and in individual departments, and to collect these current policies.

Comment: there is not now any one collection of current policies; there are many sources of policies affecting the library, and so many different statements have been made in the past that in some areas it is difficult to determine what the current policy is; compilation of all policies might be a major task.

GUIDELINES:

We decided to look for statements of library policy made since the opening of the Roy O. West Library in 1956, with emphasis on recent years.

We decided not to re-state university policies which pertain to the library as well as to other areas (see I, below).

We decided that our committee should interview the heads of all the library departments, but only with the consent and encouragement of the Director of Libraries and the Self-Study committee.

We decided that no policy is really in force unless it has been properly promulgated, so we examined the means by which library policies are communicated.

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REPORT

I. University policies that affect the library:

- A. Statement of "Purpose and Aims," in 1980-81 *Catalogue*, pp 6-7.
- B. Personnel
  1. Professional staff are faculty members and are subject to the personnel policies in the *Faculty* Handbook (1980 edition), to other statements pertaining to the faculty, and to the terms of their contracts.
  2. Support staff are classified; the secretary to the Director is in the Secretarial classification, and all others are in the Library/Archives classification. They are subject to the regulations in the Handbook for Classified Personnel and supporting documents.
- C. Exceptions to the university policies - examples
  1. Compensatory time,
  2. Weekly schedule
  3. Vacations

II. Policy makers

The following individuals or groups may make or help to make library policies and/or advise on the implementation of those policies:

- A. Provost of the University
- B. Director of Libraries,
- C. Professional Staff, in meetings led by the Director.
- D. Library department heads for their departments (with or without consulting support staff but subject to the approval of the Director).

E. Management of Academic Operations Committee, the faculty committee charged with responsibility for the libraries.

F. Academic Council, the student group charged with responsibility for the libraries; it sometimes appoints a library committee or special task forces.

III. Library Policies - Sources

A. The Libraries

1. "Roy O. West Library," a handbook primarily for students; last edition July 1973.
2. Statement about the Roy O. West Library in the 1980-81 *Bulletin*, p. 9.
3. *Student Handbook*, 1980-81; Archives, p. 7; Library, pp 10-11.
4. *Handbook for Faculty*, 1971 edition, pp 22-24 (later editions do not contain statements about the libraries).
5. Statement sent to new faculty, latest edition, fall 1980; contains summaries from each department in the library.
6. "Walking Through the West," student guide to the Roy O. West Library, especially page 13.
7. Minutes of the meetings of the Library Staff (professional).
8. Individual library departments - staff manuals or procedure manuals (not reviewed by this committee).
9. Individual library departments - unwritten policies; department heads not yet interviewed by this committee.

B. Other Sources - Administration, Faculty, Students

1. Administration - Statement of "Purpose and Aims."
2. Administration - policies in faculty handbook.

3. Administration - Classified Personnel Handbook.
4. Faculty - Handbook, latest edition.
5. Faculty - Management of Academic Operations Committee; minutes (not reviewed).
6. Faculty - Library Committee, Minutes to 1977.

IV. Library Policies

A. General

B. Circulation

C. Periodicals

D. Reference

E. Technical Services

    1. Acquisitions
    2. Cataloging

F. Archives

G. Science Library

H. Music Library

I. Dickey Library (Botany)

J. Other

    1. Audio-Visual Equipment
    2. Auditorium use

Appendix: 60

SELF-STUDY - MANAGEMENT DOMAIN

The management domain task force reviewed the issues of leadership and supervision, communication, decision-making practices, operating policies, working and reporting relationships, and budgeting and control. Interviews, questionnaires and small group meetings were used to determine the library faculty and the support staff reaction to management and supervision in the library. The ARL/OMS organizational profile and the MRAP organizational profile may be found in the appendix.

The library faculty and the support staff rated supervision, motivation, communications, goals, and training as fairly high on the scale. Performance review was rated low.

Most felt that self-motivation was a consistent theme running through the relationships within the library system. Among the support staff, most felt that the supervisors were aware of work "well done".

Styles of management and supervision vary among the library departments but the task force singled out the chief characteristic as being "collegial".

Communication seems to flow fairly well vertically but many support staff expressed a need to know more about other department policies and routines. The library faculty meets fairly regularly but there is a definite need for general staff meetings that would include support staff and the library faculty. A bulletin board installed in the staff lounge kitchen and a regular program of circulating memos aid in notifying library members of changes, new positions, etc.

Several support staff expressed a need for more extensive library-wide in-house training.

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Analysis of Library Decision-making Process

Most major decisions are made as a result of discussions held during the library faculty meetings. Support staff members are consulted occasionally but here again there is a need to provide avenues of expression for these people.

1. Need to make people aware of decisions that affect them - and to bring them up-to-date on how decisions were reached.
2. Need to bring more people into the decision-making process.

APPENDIX II: Task Force Reports

BIBLIOGRAPHIC INSTRUCTION AT ROY O. WEST LIBRARY

September, 1981

Roy O. West Library's current program of bibliographic instruction has been funded in large part since 1977 by a grant from the National Endowment for the Humanities and the Council on Library Resources. In June, 1982, this grant will expire. As part of a self-study report on the Roy O. West Library, sponsored by the Office of Management Studies of the Association of Research Libraries, the Task Force on Bibliographic Instruction (co-chaired by David Horn and Dianne Hill) aims to come up with alternatives for continuing instructional service to DePauw after the grant support is no longer available. To facilitate this effort, a description of the program follows.

The heart of the library's bibliographic instruction program is the presentations made by professional librarians to DePauw students in classes. The content of these presentations ranges from a brief library tour-on-slides, usually given to freshmen, to teaching general or discipline-related library search strategy. By July 1981, 331 presentations had been made on every level, freshman through senior, including research seminars on specialized subjects. In addition, 13,431 printed library guides have been distributed. The guides cover a variety of disciplines and offer an alternative to personal instruction by a librarian. Signs, diagrams and a multi-media self-instruction device have been developed to assist students in locating specific library tools. A courier service to Indiana University, offering transportation and duplication of I.U.-owned periodical articles, has been one of the more popular services supported by the grant.

The goal of all program effort has been to integrate the academic curriculum with library instruction. This goal has been only partially fulfilled. Faculty energy was diverted from possible attention to the improvement of teaching (including bibliographic instruction) to other university concerns and projects, because of changes in the administration of the university. Furthermore, grants to faculty did not prove to be the incentive they were expected to be in obtaining faculty participation in coordinating library instruction with curricular goals. The dropping of the required paper in English courses, too, diminished opportunities available for promoting library use.

Though the main goal of the original grant proposal has not been met in full, there are indications of the usefulness of the library instruction program as it now exists. An overall increase in the number of reference questions asked at the Reference Desk is some evidence of increased use of the library. (During the first year of the program, there was a 42% increase in the number of questions asked over the year before.) The 1980 Senior class, who had received library instruction as freshmen, was tested to determine degree of possession of library skills. It was found that the instruction they received as freshmen correlated more strongly to their degree of library skills than did their intellectual capacity or their diligence in pursuing good grades.

In concluding, it seems possible to view the present bibliographic instruction at Roy O. West in two ways. When compared with the original plans outlined in the grant proposal, the instructional services fall short of the expected goal of integration of the curriculum with library use instruction. Viewed another way, however, the bibliographic instruction program which has developed over the past several years has made the library's services much more visible and more useful than they were before the grant period.

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SELF-STUDY

Roy O. West Library

Report of the TASK FORCE ON BIBLIOGRAPHIC INSTRUCTION

Introduction

The "Task Force" consisted of two persons - Dianne Hill and David Horn. We invited others to join the task force and we interviewed several faculty members who expressed an interest but either were not able to commit themselves to membership on the task force or did not have the initials DH.

BIBLIOGRAPHIC INSTRUCTION, OR BI, is handled by the Reference Division of the Library. For the past four years BI has been funded primarily by a grant from the Council of Library Resources and the National Endowment for the Humanities. It is hard to separate BI from the other activities of the Reference Division, especially since many activities funded by the grant had been started before the grant became effective.

I. Activities of the Task Force on Bibliographic Instruction

Because the BI program is a major part of the Library's services, any self-study must include a careful review of BI. To determine the principal areas, we read the original grant proposal and the annual reports published since the grant started.

As we read we were aware of the impending cessation of the grant. We realized that a "needs assessment" in BI would require a realistic appraisal of the many services and the setting of some priorities, so that the Reference Division would have some guidelines to follow in adjusting to the realities of a post-grant world.

INTERVIEWS

An important part of our work was interviewing faculty members familiar with the program. We talked with faculty in the three departments that have had the most contact with the BI program: English - William Cavanaugh, Walker Gilmer, and Robert Sedlack (who participated in the forum); Economics - Ralph Gray, David Maloney, and Alan Pankratz; Psychology - Edward Ypma and Steven Raines. They reviewed their experiences with the BI program, made some suggestions, and sometimes ranked the different activities in order of importance for them.

FORUM

Our principal activity was a forum, with two librarians (Hill, Horn), 1 other faculty member (Dr. Sedlack), and three students - Keith Howard, Ken Merriam, and Andy Wirick. The participants had done some reading beforehand, talked with other people, and brought questions and ideas to the discussion. We met for about one and a half hours on a Tuesday morning and discussed a wide range of items that affect or are affected by the bibliographic instruction program.

NOTE: In all these discussions, we found information or heard suggestions that are important in themselves but not pertinent to this report. We have channeled those matters to other people.

II. Views and Priorities

As librarians, we were familiar with DePauw's bibliographic instruction program before we began this study, and we judged it to be an excellent and effective program. The study confirmed our judgment and the faculty members and students, almost without exception, regarded the program of the past four years as a most valuable part of the library's services.

In some instances we found that people were unaware of the existence of some parts of the program or unaware of the importance of some aspects of the work. For example - some people were unaware of the need to have a professional librarian available at the reference desk for most of our hours of opening, to assist students and faculty in the use of the library.

There were no expressions of indifference to the fact that the grant ends soon. Everyone thinks that the major part of the BI program should continue and hopes that some additional resources can be found. Some people recommend shifts in emphasis but no over-all decrease.

The following list of "goals and activities" with comments on them reflects both our views and the different views of the people we contacted and shows some consensus:

GOALS AND ACTIVITIES	COMMENTS
1. Complete integration of the library with classes.	1. Progress has been made but the accomplishment of this general goal is not in sight.
2. Increased cooperation between teachers in the planning of courses.	2. Some progress made, especially when teachers worked with the consultants in instructional development funded by the grant.
3. A common BI presentation to all students.	3. Not realized, though at times most of the freshperson English classes received 2½ hours of instruction.
4. Increase of faculty awareness of students' need for library research skills.	4. Definite progress, though the faculty who were already aware of this need used the program most. Many faculty think students will learn research skills not by more formal BI but by the students' initiative and work. Faculty say students' attitude toward the library is at least as important as the instruction.

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5.	Increase of student awareness of students' need for library research skills	5.	Progress is hard to measure; some students are now aware of their need to develop skills and of the availability of instruction, whereas others think their skills are sufficient and still others are not aware of their needs or our services.
6.	Classroom presentation - general introduction (2½ hours).	6.	Content is good but time is too long and some material is not pertinent for the basic courses.
7.	Classroom presentation - specialized by subject.	7.	Excellent; must be continued.
8.	Bibliographic guides.	8.	Most helpful and must continue to be available.
9.	Service at reference desk.	9.	Occasionally unappreciated but highly praised by the most observant observers.
10.	Courier service to IU.	10.	Very highly praised, even by people who do not use it.
11.	Data-base searching	11.	A new service; has very high priority in Psychology Department.
12.	Inter-library Loan.	12.	Generally praised but often not understood or appreciated.

Most of the comments do not reflect any surprising views. We were surprised by the enthusiasm for the courier service and by lack of enthusiasm for the full BI presentation to freshmen.

III. Recommendations

We realize that the present self-study by the librarians, other faculty, administrators and students will face the challenge of setting priorities for the use of scarce library resources in the near future and beyond. As those priorities are set, the needs of the bibliographic instruction program, that is, of the Reference Division, must be kept in mind.

The years of grant-funded activities have accustomed the users of the library to services and programs of whose value they might be unaware; nevertheless, they use them in increasing numbers and with increasing sophistication. If, at the end of the grant, the Reference Division were to be returned to its pre-grant level of personnel and budget, the resulting sharp decrease in library service would, we expect, be intolerable for the patrons. (See appendix I.)

We recommend that the Reference Division proceed as follows, starting with the highest priority:

1. Professional library service at the reference desk must be provided during hours of heaviest use; this cannot be done with only one professional librarian.

2. Classroom presentations must continue, with less emphasis on the basic presentation but continuing service in specialized classes.

3. Means must be found to bring a common instruction to all or almost all the students, and this will require experiment and innovation. For example: working with fraternity and sorority pledge classes (about 70% of all freshmen) as part of their academic program or providing a self-instruction device in the library.

4. Fund the courier service to IU, in a university car, with a driver who will copy periodical articles.

5. Continue the bibliographic guides at the present level of writing and revising.

6. Continue and expand other basic reference services, such as inter-library loan and data-base searching.

At this point any sensible reader must be asking - how can Reference do all these things?

We ask that question of Reference, and make one additional recommendation:

7. The Reference Division must state its personnel and other needs to meet the above programs, and it must say clearly what programs would be discontinued or diminished if the personnel are not available.

   NOTE: After listing these recommendations, we discussed #7 with Larry Hardesty and with him wrote Appendix I, which responds to #7.

This report asks the same questions that the self-study asks:

How good is our library now?
How good do we want it to be? in what areas?
What will it take to make it that good?
Do we have or can we get what it takes?

IN CONCLUSION

The Bibliographic instruction program has been affected by many contemporary changes at DePauw. Just as the program started, a new administration of the university called the attention of the faculty to many pressing matters, and the study of those issues required time and attention that otherwise might have been devoted to teaching and library instruction.

Recently the curriculum of beginning English classes has been changed, so that most of those classes do not require a documented term paper, and this reduces the apparent releveance of the class presentations on the use of the library. The guidelines for the new "W" courses mention but do not emphasize research papers.

Another change is in the qualifications of the entering students. For the past three years we have had higher verbal and math scores on the SAT's of our new students. Perhaps many of our new students have had more experience in library research and might thus require less formal instruction, especially on the introductory level. Perhaps students experienced in the use of the library will be able to help beginning students, thus lightening the load of our BI program.

Our present excellent program in bibliographic instruction has been developed by much hard work in a few years. Every effort should be made now to continue the services so recently non-existent and now so heavily used.

Dianne Hill, Reference
David Horn, Archives

ROY O. WEST LIBRARY SELF-STUDY

BIBLIOGRAPHIC INSTRUCTION - Appendix I

Reference Division Services, including Bibliographic Instruction

1980-1981	1975-1976
Staffing (with Grant)	Staffing (no grant funds)
3 professional librarians ½ professional - instructional development 2 assistants 6 students ¼ trained assistant for weekends	1 professional 1 assistant ½ assistant - gov't docs 3 students
Services Provided	Services Provided
1. 10,000 reference questions.	1. 6000 reference questions (great increase from previous year).
2. Bibliographic Guides: now 40 guides; 6 or 7 revised each year and 6 or 7 new guides written.	2. No backlog; 15 written
3. Inter-Library Loan: now mainly by OCLC terminal; much increased, especially num-er of requests received.	3. Inter-Library Loan - by mail.
4. Government Documents: better check-in system; frequent reshelving; adequate weeding.	4. Government documents: minimum handling and service.
5. Class Presentations: approximately 50 per year.	5. Class Presentations: 1 or 2.

6. Media Service: ½ time of 1 assistant to supervise sign-making, make slides.	6. No service.
7. Students check bibliographies for classes on request and check Books for College Libraries.	7. No service.
8. New faculty interviewed individually by 1 or 2 professional librarians for about 1 hour.	8. No service.
9. Courier service to I.U. to transport students and xerox articles.	9. No service.
10. Data-base searching has now started.	10. No service.
11. Head of reference serves on committees.	11. Librarians not on university committees.

WHAT IF?

At present (fall 1981) the staffing of the reference division is lower than it was for the 1980-81 academic year, and the head of reference reports some decreases in service: bibliographic guides are not being written or revised; staff cannot really keep up with the daily demand for reference questions; services are not of as high quality as is desirable because supervision is not as thorough. This is with 2½ professionals (including a replacement hired ad hoc), 2 assistants, and 8-10 students. IF the staffing for the reference division were to revert to the 1975-1976 level, there would be an immediate and drastic reduction in service. Some activities would be dropped entirely and all others would be reduced. Eventually patrons would respond to decreased service by decreasing their demands, that is, by not asking questions, requesting classroom presentations, or expecting current guides. The following outline shows the possible effects of reduced staffing:

Funding at 1976-76 level	Answer questions at reference desk and by telephone; Minimum Inter-Library Loan service; Guides would continue to be available, but not revised; no new guides. Re-shelving, copying, and other student work.

As indicated above, eventually the number of reference questions would decrease, indicating a lack of proper use of the library.

Funding for 1 more full-time professional and one ½ time assistant	Still very busy at reference desk - probably could handle almost all questions; A few guides could be written or revised; Classroom presentations available at a reduced level; Some "collection development" work, including checking class reading lists; Courier service possibly re-instated.
Funding for the above PLUS one additional ½-time professional	Generally - service at the present level with some prospect for shifting and expanding some services in response to demand; More collection development activity, working actively with departments; Data-base searching.

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It should be noted that at present the reference assistant is extremely busy, handling inter-library loan (including 1 hour a day at the computer terminal), supervising students, handling paper work for the courier service, and arranging schedules - in addition to checking in materials and other routine work.

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November 2, 1981

To: Library Self-Study Committee
From: Larry Hardesty, Service Domain Task Force

RE: Service Domain Task Force Report

The service domain task force met on October 6 with Paul Kissinger, Rob Thomas, Dan Smith, and Larry Hardesty present. Eleanor Carmichael could not be at the meeting. The task force discussed its general responsibilities, the current status of the service domain, and recommendations to be considered by the library self-study committee. These three areas are outlined as follows:

I. Responsibilities

The responsibilities of the service domain task force are outlined in the self-study manual as follows:

> Service needs may be placed in five broad categories: need for personnel, need for collections, need for facilities and equipment, need for technical services, and need for public services. As with previous analyses, the approach to analyzing these needs is basically a two-part process. First, the task force clarifies the existing situation by describing its current status and then assesses what is needed to improve that status.

The reference and library instruction areas of public service are the responsibilities of the library instruction task force.

II. Current Status

An analysis of the current status of the service domain was derived through various methods. Members of the task force met with members of the following academic departments: history, mathematics, philosophy and religion, and Romance languages. The chairman of the task force met with the chairmen of the following departments: education, English, and psychology. He also met with the chairman of the school of music. Three members of the library self-study team met with the chairman and another faculty member of the economics and management department. Finally, the chairman of the task force interviewed the director of libraries. A study of a random sample of the book collection and surveys of the students and faculty provided additional information.

The following information outlines major points concerning the service domain aspect of the library resulting from the interviews, surveys, studies, and other sources of information.

A. Between a quarter and a third of the classroom instructors responding to the survey express dissatisfaction with the collections in the library.

B. Over sixty percent of the classroom instructors responding to the survey indicated maintenance of the collection is a primary factor in determining optimum use of the library as a learning tool.

C. From a third to little more than half of the students responding to the survey expressed dissatisfaction with the collections of the library.

D. The sample study of the book collection indicated that approximately twenty-five percent of the books have never circulated.

E. A separate study of more recent book acquisitions (1972-73) indicated that approximately one-third of the books had not circulated during their first five years of availability.

F. The sample study of the book collection indicated the average book in the collection was published almost thirty years ago (1952).

G. In the interviews of the department chairmen, most of them indicated a general satisfaction with the collections.

H. The chairman of the English department and various members of the history department expressed dissatisfaction with the amount of money available to purchase library materials.

I. In general, there did not appear to be a high concern among the classroom instructors for the percent of uncirculated books.

J. Little interest was expressed by classroom instructors in weeding the collection.

K. A high degree of interest was expressed in most of the interviews in cooperating with the library in any new developments.

L. In comparison with Books for College Libraries, the DePauw University libraries have approximately fifty percent of the books listed.

M. The interviews revealed a wide variety of selection practices among the departments. Few of the departments have discussed selection practices and collection development. Some departments have used the Books for College Libraries lists.

N. Most of the department chairmen would welcome increased participation by librarians in the selection process. Seldom did this mean actual selection of books by librarians, but it usually meant bringing books to be purchased to the attention of classroom instructors.

O. Approximately ninety percent of the book funds are allocated to academic departments or are in endowed funds marked for special purposes.

P. Most of the classroom instructors interviewed favored use of Choice cards.

Q. The acquisition position of the library is currently unfilled.

R. The library has three fewer professional positions than recommended by the Standards for College Libraries. The number of professional positions includes the archivists, not included in the Standards. The number of professional positions in the library has been greatly reduced since the 1960's.

S. The head of technical services will retire at the end of the current fiscal year.

T. The CLR-NEH grant with one professional position will end in August, 1982.

U. An approximate fifty percent increase was made in the acquisitions budget for the current year, and this increase is expected to continue in future years.

V. No increase was made in the technical services staff to support the acquisition, organization, and maintenance of the increased acquisitions.

W. New technology is becoming available to automate circulation and other services of the library.

X. A few department chairmen expressed interest in more frequent financial reports to them.

Y. One department chairman expressed concern that money he had carefully not spent was then used to purchase materials for departments who were less careful with their budgets.

Z. One classroom instructor and one department chairman expressed interest in being able to make purchases that might cut across departmental lines.

AA. One classroom instructor suggested different circulation periods for heavily-used materials.

III. Recommendations

A. A collection development policy would be useful, particularly for new instructors. Emphasis should be placed on the acquisition of materials to support the curriculum.

B. Sufficient interest was expressed in Choice cards to warrant their use on at least a trial basis.

C. Sufficient interest was expressed in a more active role of collection development by librarians to warrant investigation of methods to allow this, such as including such responsibilities as part of the responsibilities of present library positions and/or including such responsibilities as part of the responsibilities of any new position in acquisitions or collection development.

D. The head of technical services should be consulted for additional staffing needs as a result of increased acquisitions.

E. A method of automated circulation should be considered.

F. A security system for the branch libraries should be considered.

G. A method of more frequent financial reports to departments should be considered.

H. The recent increase in the acquisition budget may have satisfied much of the demand for materials, but a few major purchases may need further consideration.

I. ETC.

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SERVICE DOMAIN

TECHNICAL SERVICES AREA

1. Responsibilities

   a. The Technical Services Department handles the acquisition, cataloging, and preparation of all library materials for the General Library and the Science, Music, and Botany Branches. These materials include gifts, audiovisuals, music scores, sound recordings, discs, tapes, cassettes, kits, microfiche, micro-cards, films, filmstrips, etc.

   b. Card preparation, ordering and filing in both the Public Catalog and the Shelflist.

   c. The choice of subject headings and checking the Library of Congress Subject Headings List which is used as the authority list. The Library of Congress publishes its changes and revisions regularly, and these must be updated in our catalog and cards changed to maintain the R. O. West Library Catalog's consistency with the Library of Congress List of Subject Headings.

   d. Typing book plates for gift books. Maintaining a file of donors and gift plates.

   e. Labeling books and processing for circulation.

   f. Withdrawals of all cards and records for withdrawn books, those that are missing in inventory and lost or discarded.

   g. Reclassification of existing materials when necessary. Currently working on PZ3's and PZ4's. As the Library of Congress discontinued the classification of fiction into PZ3 and PZ4 on July 1, 1980, we are involved in reclassing about 17,000 volumes into the literature numbers. This involves pulling all catalog cards, and labeling with the new number, or ordering new cards and replacing the old, removing book labels from the books and replacing new labels, and refiling the catalog cards.

h. Retrocon, i.e. retrospective conversion of our data to the computerized data base. Adding the library's class numbers and adding to the OCLC Data Base. We have done all the PZ3 and PZ4 classes, and several drawers of the D's.

i. OCLC terminal. It is the Technical Services responsibility to act as liaison with INCOLSA and OCLC and to assume responsibility for the terminal and its services.

j. Statistics. It is the responsibility of the Technical Services Department to keep the statistics and records of the library's bookstock and holdings, keeping account of the number of new books added each week, number withdrawn or transferred, in each subject field and for each Library and Special Collection.

k. AACRII. The massive changes in the AACRII Code mean vast numbers of main entries that have to be made to keep the catalog up-to-date and keep all forms of a name in one spot in the catalog.

2. Personnel

Current personnel of the Technical Services Department include:

a. Senior Catalog Assistant.
   Catalogs monographs. Screens new books on the computer and checks OCLC Cataloging, indicating necessary changes to fit our books.
   Files in the Public Catalog.
   Keeps statistics on library holdings.
   Works on Reclassification project.
   Checks shelflist.

b. Junior Catalog Assistant.
   Types bookplates.
   Keeps up "On Order" and "In Process" files.
   Receives new books.
   Files cards in Public Catalog.
   Files cards in shelflist.
   Types labels and processes books.
   Catalogs added volumes and copies.
   Withdraws cards from Public Catalog for withdrawn books.
   Inputs the new books into OCLC data base.
   Adds shelflist information into OCLC cards.

c. Acquisitions Assistant
    Chooses jobber for book orders.
    Places orders for library materials and types order forms.
    Checks faculty book orders against the catalog, and "In process" file to avoid duplicate copies. Checks all order on OCLC.
    Types receiving reports. Checking orders to see that we receive what we order.
    Keeps departmental and endowed funds up to date, showing amount spent and amount left to spend.
    Handles all correspondence concerning book orders. Makes claims for materials not received.
    Checks mail and files advertising.
    Checks with departments concerning their book orders.
    Types the "Titles Added List" and mimeographs it and distributes it.

d. Technical Services Librarian
    Trains and supervises the support staff.
    Catalogs Music, Sound recordings, kits, audiovisuals, films, filmstrips, cassettes.
    Revises filing in Public Catalog.
    Enters new records in OCLC for material that is not in the data base.

3. Recommendations.

a. Simplification of our shelflist information. This would save time, and the addition of the price is meaningless in these days of constant changes.

b. Retrocon - All the library holdings should be input into the OCLC data base. This should be done in such a manner that it might eventually be used for an automated circulation system. This costs for each entry onto OCLC, will necessitate additional staff, and additional computer time. It cannot be considered until we have a second terminal.

REFERENCE DEPARTMENT

1. Responsibilities

a. The first responsibility of the reference department is to provide direct information service to library users. This can range from relatively simple directional questions to extensive research questions. During the most recent academic semester (second semester 1980-81) the reference desk was staffed a total of 87.5 hours per week in the following pattern:

62 hours -- one or more reference librarians
8 hours -- support staff (Thursday and Sunday evenings)
17.5 hours -- graduate students (weekends)
87.5 hours

The reference department has moved from a time six years ago (1974-75) when fewer than 5,000 reference questions were answered per year to where currently approximately 10,000 reference questions are answered per year.

b. The reference department also is responsible for classroom instruction on how to use the academic library. It has been supported in its efforts from 1976 to the present by grants from Council on Library Resources and the National Endowment on the Humanities. This support has allowed the employment of two additional reference librarians, one half-time instructional developer, one half-time graphic designer, and several student assistants. In addition, it has provided funds for the purchase of equipment, duplication of printed guides, development of slide presentations, and purchase of other supplies.

In the 1974-75 year only general orientations tours of the library were given to freshmen English and basic communication students. During the 1979-80 year twenty slide orientation presentations and forty-five slide instructional presentations were given by reference librarians to freshmen English and basic communications classes. Nine instructional presentations were given during the year (as compared to twenty-two such presentations during the 1978-79 academic year).

c. A second major component of the instructional program is the development of printed guides. Approximately forty guides have been developed during the past six years. During the 1979-80 year seven new guides were developed and six guides were extensively revised and updated. More than 3,000 guides were distributed during the 1979-80 year.

d. Supplementing the DePauw University library resources through interlibrary loan is another responsibility of the reference department. For the 1975-76 year DePauw University students and faculty borrowed 104 journal articles and 68 books from other libraries. We lent 57 items. During the 1979-80 year DePauw University faculty borrowed through interlibrary loan 22 journal articles and 188 books. In addition, we loaned 227 items to other libraries. Through the Indiana University courier service, started three years ago, 388 journal articles were obtained for DePauw University students and faculty. This is a significant increase in borrowing from other libraries from five years ago, and this borrowing should continue to increase with the proposed offering of online data base service. Also, it should be noted that the number of items lent to other libraries also has significantly increased from five years ago.

e. The select depository collection of federal government publications is maintained as part of the responsibility of the reference department. DePauw University is the oldest select depository in the state of Indiana and this collection is a valuable addition to the library collections. In the 1979-80 year 14,027 items were added to the collection. In addition, 2,680 topographic maps were added to the topographic map collection.

The reference assistant for government documents directly supervises the maintenance of this collection. Beginning with the 1978-79 academic year that position was made full-time in combination with the grant-supported part-time graphic designer position. Part of this combined position's responsibility is supervision of students developing signs and other graphics for the instruction program.

f. A final anticipated major responsibility of the reference department is online data base searching. This proposed service is to be started with the beginning of the 1981-82 academic year.

2. Personnel

Current personnel of the reference department include:

Three reference Librarians
1. Head of the Reference Department
2. Reference Librarian I--funded by DePauw University as part of the Council on Library Resources-National Endowment for the Humanities Grant (10-month position)
3. Reference Librarian II--funded by the Council on Library Resources and the National Endowment for the Humanities as part of their grant. (9-month position)

Two Reference Assistants
1. Reference Assistant for Interlibrary Loan
2. Reference Assistant for Government Documents and Library Instruction Program-partially funded by the Council on Library Resources and the National Endowment for the Humanities Grant.

Several part-time student assistants--partially funded by the Council on Library Resources and the National Endowment for the Humanities Grant.

Several part-time graduate students--for weekend work and the Indiana University courier service.

The reference Librarian II position will no longer be funded in accordance with the original grant proposal at the end of the 1980-81 academic year. The funding for the other grant positions will end August 31, 1982. Unless DePauw University provides for additional positions the reference department at that time will revert to its pre-1976 personnel level of one reference librarian, one full-time reference assistant, one part-time reference assistant, and several part-time undergraduate and graduate students.

3. Recommendations

Given the increased responsibilities and activities of the reference department in the past five years it is recommended that the following positions be added on a permanent basis.

a. A second reference librarian to aid in the instruction program, in reference desk service, in development of printed guides, and in online data base service. A memo to the Resource Allocation Subcommittee dated April 28, 1980 has outlined this proposal in more detail.

b. Additional half-time funding to ensure that the reference assistant for government documents will remain a full-time position.

c. Additional funding for undergraduate and graduate students. This will ensure the continuance of the Indiana University courier service and the checking of bibliographies and reading lists for faculty.

d. Additional funds to support the continued duplication of printed guides, development of slide programs, development of overhead transparencies, and creation of signs and other point-of-access instruction.

CIRCULATION & RESERVE DEPARTMENTS

1. Responsibilities

a. The primary responsibility of these departments is the circulation of books to the university community. During the past year this involved a total of over 49,000 books including the Science and Music libraries. Connected with the circulation of these books is the notifying students of overdue books and collecting fines for these books.

b. The circulation department also has the responsibility of servicing and maintaining two IBM copy machines. This summer a 3M book detection system was installed and this is also the responsibility of this department.

c. The training and supervision of some 60 student assistants is also a duty of this department.

d. Supervision of the stacks in another duty. This includes shifting to make room for additional books and the everyday shelving.

e. Finally the department schedules the use of the auditorium and seminar rooms in the building. There is a small audio-visual collection and the department is in charge of the maintenance and scheduling of this too.

2. Personnel

a. In the main library and the science and music libraries there are:

Professionals - 1
Support Staff - 4½ (2½ in main library)
Student Assistants - 60

3. Recommendations

a. Funds for an online circulation system.
b. Additional funds for maintaining AV equipment.

PERIODICALS DEPARTMENT

1. Responsibilities

a. Primary duty is to maintain periodical collection. This includes ordering, checking-in, and binding.

b. We have recently been entering our periodical holdings in the OCLC data bank. By the end of the year we should have all entered. Along with the holdings we are now also checking in our periodicals on the same terminal.

2. Personnel

a. Personnel of this department is as follows:

Professionals - 1
Support Staff - 1
Student Assistants - 3

3. Recommendations

a. Continued support of serials check-in system
b. Additional funds for conversion of more bound journals to microfilm.

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THE ARCHIVES

("The Archives of DePauw University and the Archives of Indiana United Methodism")

The inclusion of the Archives in the Self-Study of the Library is both necessary and difficult: necessary because its services are part of the Library's services, as its staff are on the Library staff; and difficult because its collections and work are different and because it is funded in part (approximately half) by the United Methodist Conferences in Indiana.

1. Responsibilities

a. The responsibilities of the Archives are stated in the resolutions of the DePauw Board of Trustees which created the Archives in 1951: to provide documentation for the important activities of DePauw University and of the (United) Methodist Conferences in Indiana. Since that time the archivists have worked to identify important documentation, to acquire it for the Archives, to treat it for preservation when necessary, to arrange and describe it in accord with archival standards, and to make it available for use.

b. Use of the archives increases steadily. The number of researchers in the 1980-81 year was 1136, approximately double the figure for the 1974-75 year - this includes mail and telephone inquiries. The records were created by administrative offices, in churches or on campus, and the primary users are people in those offices. In response to telephone calls or inquiry by mail, the archives staff research many questions, including some very long studies.

c. During times of special historic importance, use of the archives increases. During the American bicentennial in 1976 there was a sharp increase in use, and we anticipate similar increases in 1984, which is the 200th anniversary of the establishment of Methodism in the United States and also the 100th anniversary of the change of the university's name to DePauw University, and in 1987, the 150th anniversary of the beginning of DePauw (as Indiana Asbury University).

d. Some of our work is directly with classes. Occasionally the archivist speaks to a class about the use of archival material, and sometimes a class, usually a history seminar, undertake research in primary sources in the archives. This research requires much time and attention by the archives staff.

e. The archives staff must promote the creation, retention, and transfer of reliable and important records. To do this, we have many contacts at DePauw and with the 1500 local United Methodist Churches in Indiana. We have begun a Church Records Survey and a University Records Survey, and we publish and distribute an annual report. In addition, we contact and correspond with people who have private papers of interest to the church or the university.

f. The Archives is open weekdays from 8 to 12 and 1 to 5, with a 4 o'clock closing on Fridays. This is 39 hours per week.

2. Personnel

Current staffing:

1 full-time professional archivist
2 full-time support staff
some student assistance, totaling approximately 15 hours per week

The present archivist, the fourth in an illustrious line, is the first person hired with full professional archival training and experience; he originally spent about 10% of his time at the library reference desk, and he continues to work as a librarian on special projects as well as attending professional library staff meetings (he holds the MLS degree as well as the MA in history and a certificate in archives administration). He is counted as one of the six library tenure-track faculty members.

The two senior archives assistants have been with the archives approximately twenty years. One spends more time in processing and the other more time in reference, but both are able to do almost every job. One of these positions will probably soon be reduced to a 10-month job (at the request of the worker), with a corresponding decrease in service.

3. Needs in the Service Delivery Domain

a. Completion of the Church Records Survey: primarily by mail request, with some telephone calls and a few visits;

b. Completion of the University Records Survey: by visits to each office that has not yet been visited and a survey of the records now there;

c. Indexing of many materials: nineteenth-century DePauw newspapers (now in process by a student); indexing of approximately 30,000 photographs (now underway by a support staff member); indexing of all the finding aids developed by the archives staff;

d. Additional microfilming of routine printed materials or manuscripts (most of the collections are already on microfilm);

e. Compilation of a complete list of Methodist ministers, their assignments by year, and of the founding and development of the churches;

f. Construction of a name index to both university and church materials;

g. Expansion of the archives area to accomodate steadily increasing collections;

h. Review of the condition of books and manuscripts to determine conservation needs;

i. Additional contact with the DePauw faculty to make them aware of the services of the Archives and the collecting interests.

4. Recommendations

a. Staffing: the Archives could easily use an additional full-time staff member, but the archives staff do not ask for priority for this need, realizing there are greater needs elsewhere in the library.

1. The money "saved" by the University and the Church through the reduction in time of one position should be available to the Archives for special projects as needed.

2. Money should be available to pay high wages to an especially good student who can be trained to assist in the work, especially in processing.

b. Space: for the storage of general archival materials, the archives should be expanded to include one additional module in the basement of the Roy O. West Library, adjacent to the present stack area and north of it. (For temporary storage of administrative records, the Archives should have access to other locations on campus.)

c. Facilities: in the near future plans could be made to do the following:

  i. provide an electronic typewriter for the archives, or at least access on a part-time, regular basis, to handle our voluminous correspondence;

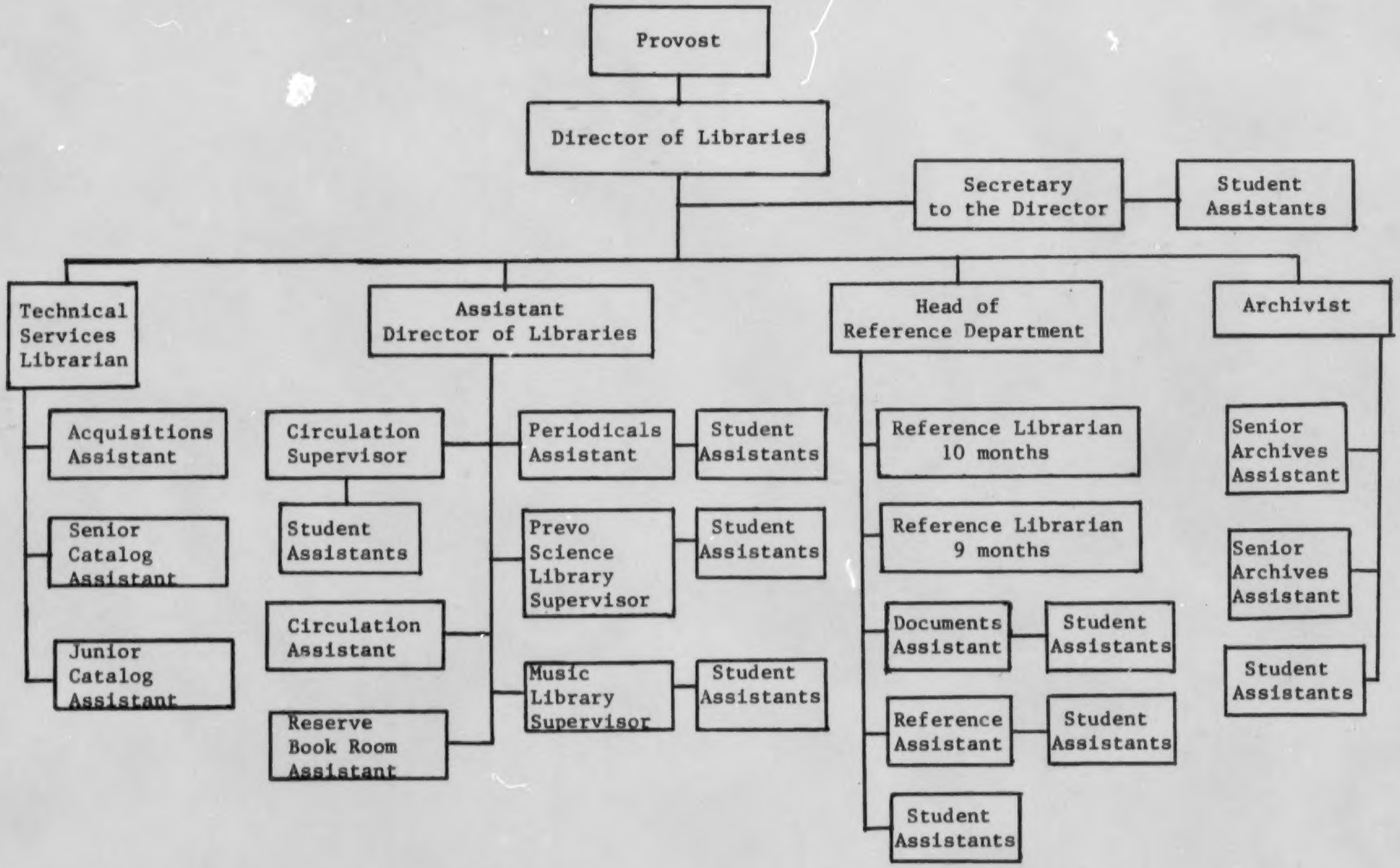
  ii. possession of, access to, or availability for rental of a word processor, yes, I said word processor, to handle the information storage, indexing, and retrieval.

  iii. Better facilities for the treatment of fragile and damaged materials (increasingly handled by our staff processor) - details of equipment needed should be determined by a study of our needs in this area.

APPENDIX III: Situational Analysis

DePauw University

	Educational & General Expenditure Total	Library Expenditure Total	Percentage of Educ. & General Expenditure
1970-71	$ 6,047,464	226,750	3.7%
1971-72	6,346,377	232,816	3.6%
1972-73	6,584,038	242,896	3.6%
1973-74	7,001,388	267,598	3.8%
1974-75	7,321,889	276,861	3.7%
1975-76	7,672,717	294,450	3.8%
1976-77	8,086,086	329,510	4.0%
1977-78	8,579,720	338,619	3.9%
1978-79	9,206,836	345,141	3.7%
1979-80	11,302,648	410,621	3.6%
1980-81	12,367,881	465,193	3.8%
1981-82	14,536,000	485,000	3.3%
1982-83	16,164,000	572,000	3.5%


Provost
Director of Libraries
Secretary to the Director
Student Assistants
Technical Services Librarian
Acquisitions Assistant
Senior Catalog Assistant
Junior Catalog Assistant
Assistant Director of Libraries
Circulation Supervisor
Student Assistants
Circulation Assistant
Reserve Book Room Assistant
Periodicals Assistant
Student Assistants
Prevo Science Library Supervisor
Student Assistants
Music Library Supervisor
Student Assistants
Head of Reference Department
Reference Librarian 10 months
Reference Librarian 9 months
Documents Assistant
Student Assistants
Reference Assistant
Student Assistants
Student Assistants
Archivist
Senior Archives Assistant
Senior Archives Assistant
Student Assistants

Section A: EDUCATIONAL FUTURES

Much of the recent literature in higher education has dealt with themes surrounding the uncertain future which faces colleges and universities in the United States. The "crisis" in American higher education appears to center around the ability or inability of institutions to embody the vitality which has been historically identified with higher learning and made them credible societal institutions, attractive to energetic students and creative faculty and administrators.

In the last decade, however, many individuals have endorsed a bleak scenario in which a combination of forces may bring to fruition the worst fears about the uncertain future of higher education. Declining enrollments and a projected demographic pattern of fewer 18-20 year olds available for college study point to more serious enrollment shortfalls ahead. An almost certain dip in enrollment would bring about more serious financial problems facing colleges and universities - problems already intensified by aggregate inflation and a reduced return on endowment as a source of income.

Beyond these two primary difficulties facing modern higher education, many within the field point to other signs which foretell a bleak future. Among these are the erosion of institutional integrity (grade inflation, lowering of academic standards, false advertising, etc.) due to the greater competitiveness for students in a decreasing market and the decreasing morale among faculty who see the uncertain future manifested in an increase in financial presssures due to loss of real income, a degeneration in collegiality among departments which are increasingly aware of their own self-interests, and an exacerbation of the mistrust that faculty have for administrative decisions within the period of crisis. Many within higher education who have adopted this scenario have called for a strategy of "managing for survival" with the realization that many factors in the future may be "out of the hands" of the institutions (lack of control over demography, increasing governmental control, etc.). Current retrenchment, survival policies, and a general malaise within academe are often given as mere harbingers of more foreboding things to come.

Such a negative view of the future is not shared by all. Just as in the decade of the '70's student unrest passed from the scene, cooler heads have suggested that many of the financial problems which have plagued campuses will themselves pass as just one more obstacle in the long history of educational development and growth in the country. Ernest Bartell has suggested the following more positive scene: "New norms and amounts of public assistance, a bit of managerial expertise in educational administration, the demise of a few of the less fit institutions, and the continuing tradition of healthy development in a fundamental institution of American society might be optimistically predicted." Certainly there will be even greater participation in funding colleges and universities from a variety of constituencies including alumni, private corporations, ang grant agencies. In a more positive scenario, institutional Boards of Trustees will play an increasingly aggressive role in the financial development.

While no one disputes the demographic figures showing fewer 18-year-olds graduating from high school, several other issues must be considered before viewing demography as the deathknell of many educational institutions. There will no doubt be new age groups interested in higher education as the general population ages and as older persons choose to retool themselves for new careers. Some sources point to an increase of foreign students to replace the missing 18-year-olds in this country. With increased federal and state subsidies to students, a greater percentage of students than in the past may be attending college (the theory of universal college attendance). Finally, many recent commentators have noted that students will always seek out the most outstanding academic programs and those institutions will continue to prosper.

Such a more positive scenario for the future of higher education includes the development of positive morale among faculty and administrators who cooperate and place the welfare of the institution above particular, narrow interests of department or issues related to the short-term. The most recent Carnegie Council report, Three Thousand Futures, has noted that the next decades could well be a period of "reshaping" educational institutions "to the needs and challenges of the twenty-first century," where higher education develops imaginative policies for personnel, funding, and curriculum while maintaining flexibility for change and while preserving the general quality of life on campus.

DePauw University, a private institution with strong traditions, alumni, and faculty leadership, has in recent years attempted to face the uncertain future of higher education soberly. With a new administration in 1977-78 and the accompanying administrative realignment, decisions have been and are being made about the future with an emphasis on "managing for excellence" -- not mere survival -- in the decades ahead. A more realistic approach to management can be evidenced in the creation of a long-range planning committee to determine and forecast future changes within the university and in the creation of a Resources Allocation Sub-Committee which evaluates current shifts in personnel and reallocates positions in a steady-state faculty to meet new demands of student enrollment and curricular shifts. The last half decade has seen a renewed dedication to the mission of the university as a liberal arts institution with an emphasis on quality teaching. A new curriculum which emphasizes both competence and breadth and a general program of teaching evaluation witness to the university's commitment to underscore in the future the rich liberal arts tradition which has been fostered here.

DePauw's hedge against the uncertain future lies in its long tradition as a selective liberal arts college. As an institution, DePauw has a strong history of faculty participation in governance. Along with a vigorous and realistic administrative staff and a selective Board, the university has leadership to guide it through times of potential enrollment shortfall and financial pressure. The institution is expanding its base of financial support and is calling on its alumni who themselves have a strong share in preserving the character of DePauw. Finally, the institution has an on-campus style of life which has brought it stability in the past. DePauw should be, therefore, in a good position to preserve not only this community life but also its academic quality, balance among fields of study, and tradition of moral integrity and leadership. When internal and external problems arise, these should be confronted head on and explicit policies should continue to be adopted toward their resolution.

One may assume that in the coming decades changes in the university will not be seen -- to any large extent -- in the profile of the student body. Hence, it will be important for the institution to continue to recruit students nationally in order to broaden the base of our student pool and to underscore our continuing commitment to the liberal arts. The 18-20 year old market will continue to be DePauw's primary target for recruitment. Change will, however, be taking place within the program of the university and these shifts will, in turn, have an impact upon the university libraries.

The emphasis, for example, in career planning and placement among our students will continue and increase. The emphasis on "career" is exemplified by the new Center for Management and

Entrepreneurship and by the hiring of a full-time career counselor in the Student Affairs Office. Support of these and other career-oriented programs will be part of the DePauw libraries' task for the future. Support of the academic programs oriented to career may call upon the libraries to expand resources and develop new collections appropriate to such areas. The libraries, moreover, will be called upon to facilitate increased student interest with careers and may work as a liason in the development of a "career library" located in a "center for career planning" somewhere on campus.

With the passage of a new set of graduation requirements and their subsequent implementation, the university is moving toward greater structure in curricular offerings. A renewed emphasis upon foreign languages, for example, will have a concomitant impact on library resources, including the need for new technologies in the teaching of languages. Moreover, in the increased role that mathematics and computer science will play in both the new curriculum and in increased student interest in these fields, the library will find itself again responding to new curric-ulr trends. Do library resources in fields of science and technology differ from resources in other, more traditional, disciplines? What needs will there be in the library for technological hard and soft ware? These and many other questions like them will arise from the impact of changing student interest patterns and from programatic changes in the university curriculum.

Some have argued that the passage of the new graduation requirements will transform some existing departments into more "service-oriented" departments where students enroll heavily in lower-level courses as they fulfill distribution requirements. Will there be substantive changes in the way these departments will use the library? What use will be made of the library in these lower-level distribution courses? What changes will be needed in library resources? What impact will there be on the major in these "service" departments and on the library collection for the major versus the needs of the students in the introductory/ distribution courses?

Others have noted that the new curriculum will see several disciplines developing minor programs. What impact will these programs have upon collection development in a given discipline?

As DePauw places even greater emphasis upon excellence in teaching as a distinctive product and fundamental aspect of the mission of the university, faculty development will play a greater role as individual faculty concentrate on sharpening teaching skills and perhaps even developing new areas of expertise. The role of the libraries in the area of faculty development will play a greater role as individual faculty concentrate on sharpening teaching skills and perhaps even developing new areas of expertise. The role of the libraries in the area of faculty development will need to be explored, and holdings expanded to support the institutional emphasis in good teaching, thus serving its faculty constituents as well as students.

In summary, in the face of the uncertain future in American higher education, DePauw has committed itself to greater quality: in teaching, in the student body, in educational services, in curriculum, in student life, in financial development, and in policy-making for the future. This same emphasis upon quality must be part of the university libraries' self-understanding and in the development of programs and management that serve the changing university.

Section B: DEPAUW UNIVERSITY PROFILE

A Brief History

DePauw University, a private coeducational institution of higher learning, is composed of the Asbury College of Liberal Arts, the School of Music, and the School of Nursing. Founded in 1837 by the Methodist Episcopal Church as Indiana Asbury University, the name of the institution was changed to DePauw University in 1884 as the result of the benefactions of Washington C. DePauw. Although the school once encompassed an Art School,a School of Law, and a School of Medicine, it has long since concentrated on its liberal arts heritage and on its School of Music (founded in 1884). As a special service to the state and the nation a School of Nursing was established in 1955.

DePauw University stands today as a prime example of the independent liberal arts college which has served its state and the nation in the best traditions of American education institutions for more than 142 years. As such it views the normal four-year period of college as a foundation for a lifetime of continued learning and growth. Therefore, while it stresses particular patterns of pre-vocational and pre-professional learning, it does so in the context of an intentional commitment to an examination of values, a pursuit of heightened aptitude in critical thinking, and the establishment of a sufficiently broad base of general learning to constitute a foundation for living with meaning as well as making a living.

In the fall of 1977 DePauw inaugurated Richard F. Rosser as its seventeenth president. Under his administration changes and innovations in the DePauw educational process are planned. Already being implemented are strengthened graduation requirements, with somewhat less student self-determination in regard to curriculum, and improvements in the social and cultural environment of the campus. New attention is being given to student recruitment, to departmental and faculty evaluation and tenure, and to financial planning and public relations. DePauw will continue to set its sights higher as it develops new means of achieving its educational goals.

A Decade of Changes

Some important studies and changes in the educational offerings have been made during the past decade. The course system has undergone continuing scrutiny. New graduation requirements were instituted for students entering the College of Liberal Arts and the School of Nursing, 1972, with yet another change in these requirements in 1981.

In its introduction to the new graduation requirements the faculty approved the following statement:

> In setting forth the general requirements for graduation with the degree of Bachelor of Arts, the aims of the faculty of DePauw University are these: we seek in our students an understanding of what good reasoning is and the capacity to use it; a disciplined acquaintance with at least some segments within each of the main divisions of human knowledge, especially the important ideas by which that knowledge is ordered; facility for vivid and coherent expression in words and other media; good judgment and taste, the ability to distinguish the excellent from the mediocre or shoddy; a capacity for reasoned judgments of right and wrong and of value generally; a critical understanding of basic assumptions that are expressed in great literature, in religion, and in philosophy, our own and those of other epochs and cultures.

Among the major changes resulting from the action was an increase in the number of courses required for graduation from 31 to 32, the addition of competence requirements, and increases and changes in the distribution requirements. The writing competence requirement began with the entering class of 1980-81 and involves the development of skills in expository writing. Students must demonstrate these skills by satisfactorily completing a W-course, which integrates these skills in an academic subject. A similar requirement in quantitative reasoning will go into effect in 1981-82 while a competence program in oral communication is being planned for 1982-83.

Distribution requirements were increased from two courses in four out of five academic areas to two courses in each of five areas plus one and a half courses in self-expression. The first five areas are natural sciences and mathematics, social and behavioral sciences, literature and the arts, historical and philosophical understanding, and foreign language. The first four areas all involve methodology of the discipline while in addition, three of the first four (all except natural science and math) require consideration of ethical values. Courses eligible to meet the requirements are limited to those that most closely (nearly) meet the purpose of the distribution requirement. Again quoting from the introductory statement regarding the graduation requirements:

> These things - good reasoning, knowledge, some degree of accomplishment in the forms of human expression, well-wrought judgment and taste, a moral reflectiveness, an historical and philosophical understanding of basic ways of viewing the world - are what we take to be important objectives of distribution requirements. They entail two general characteristics of a liberal education, namely, that such education be reasonably broad and that it not be a mere miscellany of studies but have pattern or coherence. In addition of course, we hold it important that an undergraduate study some subject or area of knowledge in depth, that he or she come to have an idea of what it means to master a subject.
>
> We believe that studies which are direct ed to these aims will assist our students in becoming independently thoughtful and responsible human beings, who also, at least in part because of their education at DePauw University, will have the capacity not just to live but, in an old Socratic sense, to "live well."

An innovation of the past decade has been the establishment of a Winter Term. Since 1970-71 students have been required to have passed four Winter Terms for graduation. The session is held during the month of January, and each faculty member is required to offer a Winter Term project. The idea is to encourage students to concentrate on a specific project or program of study, usually not related to the major, for a month. Students may satisfy the requirement by taking on-campus programs, approved off-campus programs, or off-campus year or semester programs approved by the Office of International Studies and Off-Campus Programs. In another area, regulations covering Pass-Fail registration have been strengthened in that grades are reported as Pass, D, or Fail.

The Experimental Division, first announced in the fall of 1966, has continued to encourage new ideas in education and in particular to try out new subject matters before they are considered by the faculty as regular department offerings. Having started with a seminar on Marxism, an introduction to Japanese civilization, and a course in biochemistry, the program has continued such offerings as various languages not regularly taught in the University, film production and cinematography, Black Arts, jazz arranging and improvisation, rural poverty, the philosophy of law, modern man, systems approach to technological change, and contemporary religious movement in Japan. A considerable number of the experimental courses have later become a part of the regular curriculum.

A new program in Business and Public Service provides career-oriented educational opportunities within the framework of DePauw's course offerings. Five specific career options are available under this program: Business, public administration, institutional management, mental retardation and mental health training, and music arts management. Students in the program complete a set of core courses and take specialized offerings within each career option. More recently DePauw established the Management Fellows Program. The Management Fellows Program is an honors program designed for young men and women who plan careers in management. By combining the theoretical lessons of the classroom with the wisdom of practical experience, Management Fellows prepare for leadership positions in both the private and public sectors of our economy.

Clarification and liberalization have been effected in the granting of College Entrance Examination Board Advanced Placement credits. Whereas formerly it was the prerogative of each department to determine whether credit or advanced standing would be given, under recently adopted regulations students receive ratings of 5, 4, 3, on a CEEB Advanced Placement Examination are granted a credit of one course in that subject toward graduation and may be granted an additional course credit upon recommendation of the department concerned. Furthermore, entering first-semester freshmen who have not completed advanced level courses in their schools or have not received Advanced Placement Examination rating may nonetheless qualify for advanced credit on the basis of departmental examinations administered during Orientation Week. In addition, every student now has the right to ask for a departmental examination in any given subject during the first four weeks of his freshman year. If the results of the examination warrant, the department may give the student up to two course credits.

The decade has been marked by the reintroduction of the Air Force Reserve Officer Training Course, which had been terminated at DePauw in 1973. By arrangement with the Air Force Department at Indiana University, any DePauw student may enroll in a sequence of courses, normally offered on the Bloomington campus of Indiana University. Beginning in 1976, a four-year United States Army Reserve Officer Training Corps program also became available at DePauw University, initially through a cooperative agreement with

Rose-Hulman Institute of Technology and more recently through staff stationed at DePauw.

An innovation in the humanities is the Newberry Library Program, under which students may spend a semester or a year in residence in Chicago attending seminars in history and literature with the option of pursuing independent research and course work. This program has been undertaken in arrangement with the Great Lakes Colleges Association and the Associated Colleges of the Midwest.

The growth of the program in International Education has been continuous. The latest innovation in that program is an experimental one in which the student spends one part of a semester on the campus and the other part in foreign study under the direction of a DePauw faculty member. Two such programs have been offered - one in England and another in Spain.

DePauw has in the past few years taken a firm stand in the matters of affirmative action, civil rights, and equal employment opportunities. DePauw has always believed that discrimination on the basis of race, creed, or nationality is incompatable with its principles and admits students of any race, sex, age, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the University. In the administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs DePauw does not discriminate in any way. It also recruits without regard to marital status, age, handicap, religion, national origin or ancestry. The University has appointed an affirmative action officer and staff to ensure equal opportunity for all in every aspect of University activity. DePauw has also taken strong steps in protecting the confidentiality of student records; its policy closely follows the Family Education Rights and Privacy Act of 1974.

During the last two decades of the century, a period in which the number of students graduating from high school will decline by 25%, continued development of staff, curriculum, facilities and resources is essential if DePauw is to maintain its traditional position in liberal arts education. DePauw cannot rely on the most recent curriculum changes but must continue to search for more effective ways to meet student and community needs.

Section C: LIBRARY PROFILE

The library system at DePauw University includes the following collections:

1. The Roy O. West Library (completed in 1956) contains the general collection plus the Archives of DePauw University and Indiana United Methodism. In addition to these two areas, the Instructional TV facilities under the direction of the Office of the Dean and the Language Lab with a Director in charge are located on the lower floor.
2. Departmental Libraries
   - a. Dickey Botany & Bacteriology Library in Harrison Hall
   - b. Music Library (Since February, 1976 in the Performing Arts Center)
   - c. Prevo Science Library (Established October, 1972 in the Julian Science & Mathematics Center)

I. Priorities and Programs

Two priorities of the DePauw University Library system are: to provide all types of instructional materials and services to support the academic programs offered at DePauw University and to encourage students to develop reading habits and search techniques that will benefit them for the rest of their lives.

In addition to the traditional services offered by a college library, the DePauw University Libraries offer the following:

1. As the processing of new books is completed, the books are displayed on special shelves in each of the libraries for one week. Each week a Titles Added List is prepared and distributed throughout the campus. These lists include new monographs, new non-print media, selected government documents, pamphlets, and new periodical titles.
2. In the fall of 1976, the DePauw University Student Senate and the Roy O. West Library co-sponsored an A-frame of current fiction and non-fiction titles. Instead of purchasing books, they are rented from the McNaughton Book Service, a division of Brodart, Inc.

and are available free to the users. The collection serves to fulfill, in part, the recreational reading of students and faculty. Although the Student Senate no longer supports the program, it does continue under the auspices of the library.

3. As a result of the library's membership in the Indiana Cooperative Library Services Authority, we were awarded a Beehive CRT and on-line cataloging service in the fall of 1975. We have eliminated one full time cataloging and classification person and have increased our processing of books by 40%. The acquisitions department staff and our inter-library loan staff use the terminal regularly, and faculty and students use it on a limited basis.

4. A five-year grant of $73,611 from the Council on Library Resources and the National Endowment for the Humanities was awarded to DePauw University in 1977-78. The purpose of the grant was to enhance the use of the libraries on campus. Orientation and freshman instruction as well as upper-level presentations have been developed. Thirty-one library guides have been developed and over 3,100 were distributed during the year 1979-80.

5. During the academic year, a weekly van service to Indiana University is offered. Copies of articles from journals at Indiana University, but not available on this campus, may be ordered.

6. A United States Government documents notification service is offered.

7. An extensive exhibit program is maintained throughout the academic year.

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II. Resources of the Library

The Collection 1979-80

	Volumes (Includes Government Documents)	Microforms	Sound Recordings
1970-71	300,354	9,155	630
1971-72	305,423	9,775	631
1972-73	310,609	10,470	632
1973-74	314,033	10,764	645
1974-75	315,239	10,866	650
1975-76	318,134	11,607	689
1976-77	321,436	11,866	693
1977-78	338,515	12,967	728
1978-79	350,595	13,708	766
1979-80	361,154	13,962	987

Expenses 1970-80

	Salaries (1)	Acquisitions (2)	Binding (3)	Other (4)	Total Library Expenses
1970-71	$131,485	$ 58,836	$ 3,922	$ 32,510	$226,753
1971-72	136,551	58,908	4,000	33,356	232,815
1972-73	153,725	58,730	6,958	23,483	242,896
1973-74	163,197	69,453	7,000	27,948	267,598
1974-75	169,890	72,431	3,539	31,001	276,861
1975-76	175,157	74,957	3,725	40,611	294,450
1976-77	192,623	84,592	3,631	48,664	329,510
1977-78	202,158	84,226	5,024	47,211	338,619
1978-79	202,827	86,839	6,057	49,418	345,141
1979-80	230,794	90,595	5,750	83,482	410,621

(1) Includes fringe benefits
(2) Includes books, periodical subscriptions and A-V materials
(3) Includes books and periodicals
(4) Includes student wages, permanent equipment and supplies

Assignable Space & Library Seating

Roy O. West Library	49,263 sq. ft.	758 seating
Music Library	2,072 sq. ft.	59 seating
Prevo Science Library	4,550 sq. ft.	95 seating

Staff 1980-81

Support Staff

Music Library Supervisor
Documents Assistant
Prevo Science Library Supervisor
Archives Assistant (2)
Secretary to the Director of Libraries
Circulation Supervisor
Circulation Assistant
Acquisistions Assistant
Reference Assistant
Catalog Assistant (2)
Periodicals Assistant

Library Faculty

Technical Services Librarian
Reference Librarian (1-10 months and 1-9 months)
Archivist
Head of Reference Department
Assistant to the Director
Director of Libraries

III. Library Performance

Inter-Library Loans 1970-1980

	Borrowed	Lent	Circulation (Total)
1970-71	290	115	41,898
1971-72	189	77	39,408
1972-73	83	116	43,673
1973-74	196	115	49,607
1974-75	159	67	45,888
1975-76	172	57	53,029
1976-77	244	150	56,445
1977-78	288	133	61,555
1978-79	225	153	60,781
1979-80	227	210	70,322

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Reference Questions Answered (Total)

1970-71	4,699
1971-72	6,826
1972-73	7,901
1973-74	7,531
1974-75	7,502
1975-76	6,202
1976-77	8,308
1977-78	8,810
1978-79	10,734
1979-80	9,404

Section D: DEVELOPMENTS IN THE LIBRARY PROFESSION

> What is apparent, to me at least, is that present trends cannot continue indefinitely. Present trends mean continued inflation in the cost of acquiring and processing materials; reduced financial support for libraries of all types; limitations on size, expandability, and flexibility of the buildings in which we house our collections; the physical deterioration of books, manuscripts and other information sources, and the apparent lack of coordinated, cooperative planning to attack these problems. (Jay Lucker, Director of Libraries at M.I.T., 1979)

> It is difficult today to reconstruct the total sense of unbridled optimism that permeated the "Great Society" days of the early and mid-1960's. Somehow we had come to believe that we held all the aces, that we knew what society needed, that we knew how to deliver it, and that we had the resources to get the job done. As regards libraries, the press and public expected them to purvey extended services through instant computerization. University presidents expected them to cut costs. Faculty expected them to deliver everything they needed. Students expected them to stay open all night. Staff expected that work should never be dull and that salaries should rise 10 percent per year. (David Kaser, former Director of Libraries at Cornell University, 1977)

The juxtaposition of these two statements demonstrates how economic pressures have come to dominate developments in the library profession during the past fifteen years. Not only have the acquisition of materials been affected, but also affected are salaries, staffing patterns, adoption of new technology, sharing of resources, instruction in the use of libraries, and the role of the academic librarian.

No doubt the acquisition of library materials is an area most obviously affected by inflationary price increases. In little more than a decade the average cost of a domestically published hard cover book went from $8.77 for the 1967-69 period to $22.80 for 1979 (Bowker Annual, 1980). Journal subscription costs have increased even more dramatically. They went from an average cost of $8.66 for the 1967-69 period (Bowker Annual, 1980) to $34.54 for 1980 (Brown and Phillips). It has been estimated for materials alone, that the major academic libraries now would require increases of ten to fifteen percent annually to maintain their current rate of acquisitions (White).

Economic pressures have affected more than the acquisitions of library materials; they have affected the people who work in academic libraries. According to a recent article in New Republic, librarians have lost more purchasing power during the period from 1967 to 1978 than any other group identified in the article (including college professors, school teachers, steelworkers, truck drivers, and federal civil servants), except welfare recipients (Blumberg). From 1969 to 1976 the percent of the total budget in the academic library spent on salaries gradually increased as salaries of academic libraries attempted to keep pace with their colleagues in the classroom (White). At the same time in many academic libraries total staff size declined, with a major shift to the use of clerical and support staff in supervisory positions and greater numbers of student staff in those positions characterized by a maximum amount of routine and a minimum amount of training (Abell).

Some observers contend that such adversity is not all bad. It may force librarians to take a more careful look at what they are doing and why (Farber). For example, Richard Trueswell wrote a number of articles during the early 1960's demonstrating the application of the 80/20 rule to libraries, i.e. approximately 20% of inventory (the collection) will account for approximately 80% of sales (collection use). These studies were virtually ignored until the inflationary period of the 1970's.

Librarians are discovering (or rediscovering) that a large portion of their collection is never used. In a major study funded by the National Science Foundation, the University of Pittsburg found that approximately 40% of some 36,869 volumes obtained in 1968 had never circulated during their first seven years of availability. Similar findings were made for the journals studied (Kent and Galvin). Other studies have found that one reason for this non-use in the case of journals is that librarians are subscribing to (and supporting) many journals that exist not because they are read, but because these journals provide a "service. . . to authors of the articles for whom publication brings professional certification, career advancement and personal gratification" (DeGennaro, "Escalating Journal Prices"). The response to such studies as the one done at Pittsburg by both classroom faculty (Borkowski and MacLeod) and librarians (Schad, Voigt) has not been favorable. Many in both groups believe such studies will be used by administrators to further cut library budgets.

One of the reasons that studies such as the Pittsburgh study can be conducted is that the technology is now available. The University of Pittsburgh had the circulation records because of a computer-based circulation system that was installed in the late 1960's. Use of new technology may be justified in terms of better service, but it will be more likely to be adopted during times of economic stress on grounds that it saves money (or more realistically will reduce the rate of increase in costs). The library profession will probably continue to see increased adoption of new technology that can be demonstrated to reduce costs.

For example, library security systems have been in operation for several years and are now sufficiently sophisticated so they do work (Knight). Also, (and equally important for the adoption) they are now reasonably priced so that at today's inflated library materials prices, the loss of 450 to 500 volumes or more per year would appear to justify the installation of a detection system on an economic basis alone (Griffith).

The computer will continue to play an ever increasing role in academic libraries, and libraries can approach use of the computer from two directions. First, minicomputers and microcomputers have reached the stage where they offer affordable, flexible, and sophisticated systems for use by even the smallest library (Markuson). From the other direction, libraries may want to pay for the services of the large computer-based networks, such as OCLC. Already OCLC offers to academic libraries computer-based shared cataloging and computer-based interlibrary loans. Subject access to OCLC's data base and an automated circulation system through OCLC seem to be not too distant possibilities. Faced with recent competition from other computer networks, OCLC may speed up their efforts to implement additional systems (DeGennaro, "From Monopoly to Competition").

Other distinct possibilities exist for use of the computer. A library may be able to use its own mini or micro computer in conjunction with a large computer-based network. Or, regional systems may develop, such as the LCS system in Illinois where a number of libraries share an automated circulation system.

Another area of computer technology that is having an impact on academic libraries is the online data base. Through vendors (Lockheed, SDC, and BRS) online access is now available to computer data bases such as Biological Abstracts, Psychological Abstracts, and ERIC. Most major academic libraries now subscribe to one or more of these services and many smaller academic libraries (Grinnell, Lake Forest, Earlham, etc.) are using these services. The issues of user fees, type of access by the library user, and effect on undergraduate use of the library have not been completely resolved (Nyren).

One response to economic adversity is to develop plans of resource-sharing. Seldom in the past has this been entirely satisfactory in terms of service or costs. The best example of resource-sharing among libraries is the system of interlibrary loan, but the recent trend has been for lending libraries to charge for this service in an attempt to recover some of their expenses, which can be considerable. To some extent OCLC has spread the burden to more libraries, and small libraries are experiencing more loan requests for their materials than in the past. This will "work" only as long as the burden does not become too heavy, which it threatens to do. A National Periodicals Center, similar to the British Lending Library, is currently being promoted to ease the burden of journal subscriptions on libraries. However, according to Bill Moffett, director of libraries at Oberlin College, "There is a very widespread assumption, especially in the medium and small college libraries, that they will simply be closed out of the benefits of national networking" (Moffett, "College Libraries and a National Information Policy"). With the proposed twenty-dollar processing fee and other price restraints (Savage), the center may have little to offer the library serving primarily the undergraduate student.

Another development during the past fifteen years is the renewed interest in library use instruction, as evidenced by programs at Earlham College, Sangamon State University, University of Wisconsin-Parkside, etc. A number of these programs have enjoyed support from outside funding agencies, such as the National Endowment for the Humanities and the Council on Library Resources. These programs can be regarded as attempts to overcome the gap between the high library costs and visibility and the low library usage (Spencer). At some schools these programs have involved increased responsibilities for support staff and a change in responsibilities for librarians (Dillion). However, in almost every case library instruction programs have generated a need for more, not fewer, librarians (Biggs), and the grant-funded programs have been particularly plagued by the lack of long-term institutional support (Gwinn).

The traditional position of the librarian in this period of economic difficulties is particularly vulnerable. One observer has noted that librarians have failed to force the faculty to face the reality of an enormous change in the value system of library acquisitions. Instead, librarians have attempted to shoulder the burden of reducing the impact of restrictions in budgets for acquisitions. The result has been growing pressure to trade attritioned library positions for library materials, a process that is described as having "no realistic end to it" (White).

As already noted, the role of the professional librarian is changing as more responsibilities are turned over to students, clerks, paraprofessionals, and other nonlibrarian specialists (Abell). Unless librarians want to be "out on the street" (Abell), they need to turn more to planning, provision, and evaluation of services designed to meet the needs of their particular clientele in the academic library (Abell).

The role of the academic librarian also may be changed by the surplus of PhD's in other fields. Many are seeking employment as librarians, and this can be a mixed blessing. Some may view "librarianship primarily as a convenient meal ticket which will claim a minimum of creative energy while permitting them to carry on research in their subject field" (Moffett, "The Academic Job Crisis"), and feel they "descend" when they go from the classroom "to a campus library job" (Katz). On the other hand, the profession should welcome with open arms those PhD's from other fields who are willing to apply their specialized knowledge to the not inconsiderable library problems facing higher education.

> We must realize, and get our teaching faculty to realize, that not everything can be as it once was; that if we are going to give quality library service to undergraduates and to them, we will still need an adequate staff but that collections and the size of the library cannot grow indefinitely. (Evan Farber, Director of Libraries at Earlham College, 1975)

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BOOK AND PERIODICAL EXPENSES

BOOKS

Years	Number Purchased	Book Costs
1970-71	5,124	$ 32,864.
1971-72	4,398	33,608.
1972-73	4,439	32,943.
1973-74	4,225	40,453.
1974-75	4,043	39,017.
1975-76	3,280	37,649.
1976-77	4,558	42,818.
1977-78	4,205	43,329.
1978-79	3,152	42,030.
1979-80	3,421	42,301.

PERIODICALS

Years	Periodicals	Cost
1970-71	1,384	$ 25,097.
1971-72	1,384	25,100.
1972-73	1,302	25,093.
1973-74	1,310	28,000.
1974-75	1,372	32,926.
1975-76	1,362	36,620.
1976-77	1,300	40,340.
1977-78	1,300	39,897.
1978-79	1,100	43,482.
1979-80	1,102	47,894.

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FACULTY LIBRARY SURVEY 1980

Department: 73 responses (55%)

Number of Years Teaching 15.7 average

Number of Years Teaching at DePauw University 12.1 average

Faculty opinions concerning the adequacy of library resources are very important factors influencing the use of the facilities. We want to learn how you feel about the resources of the DePauw University libraries. Please indicate your feelings about library resources by checking SA (Strongly Agree), A (Agree), U (Undecided), DA (Disagree), or SDA (Strongly Disagree) on each of the following items.

1. DePauw University libraries contain most of the materials I need for my students' class work and/or research assignments.

   SA 18 (25%) A 34 (48%) U 5 (7%) DA 11 (15%) SDA 3 (4%)
   No Answer = 2

2. Whenever I have my students use the library for independent research (e.g.), term papers, independent study projects, etc.) they can usually locate the materials they need quite easily in the DePauw University libraries.

   SA 3 (4%) A 32 (46%) U 22 (31%) DA 10 (14%) SDA 3 (4%)
   No Answer = 3

3. Because of the deficiencies in the collections of the DePauw University libraries I often refer my students to other libraries (e.g., Indiana University, Purdue University, etc.).

   SA 4 (6%) A 21 (30%) U 12 (17%) DA 22 (31%) SDA 12 (17%)
   No Answer = 2

4. In general, the DePauw University libraries are organized so students can find a good place to study.

   SA 9 (13%) A 34 (48%) U 20 (28%) DA 6 (8%) SDA 2 (3%)
   No Answer = 2

5. In general, the DePauw University libraries are well-organized for the location of library-resources.

   SA 11 (16%) A 49 (73%) U 7 (10%) DA 0 SDA 0
   No Answer = 6

6. In general, the DePauw University libraries do not contain many of the items I expect a college library to have for my needs (e.g. preparation of lectures, research, etc.).

SA 4 (6%) A 15 (22%) U 8 (12%) DA 34 (49%) SDA 8 (12%)
No Answer = 4

7. My department probably receives its "fair share" of the budget to purchase library materials.

SA 6 (9%) A 38 (55%) U 19 (28%) DA 6 (9%) SDA 0
No Answer = 4

8. My department probably receives a sufficient amount of money to purchase the needed library materials.

SA 3 (4%) A 32 (46%) U 13 (19%) DA 15 (21%) SDA 7 (10%)
No Answer = 3

9. I have a good understanding of the type of library materials that should be acquired for the DePauw University libraries to meet the needs of faculty and students in my department.

SA 17 (24%) A 39 (56%) U 10 (14%) DA 4 (6%) SDA 0
No Answer = 3

10. I am satisfied with the manner by which my department has established priorities for purchasing library materials.

SA 13 (18%) A 39 (55%) U 11 (15%) DA 8 (11%) SDA 0
No Answer = 2

11. How do you rate your students' ability to make use the resources of the DePauw University libraries for term papers, reports, research papers, or similar assignments in your discipline?

Excellent 0 Good 26 (39%) Fair 24 (36%) Poor 7 (10%)

Don't Know 10 (15%) No Answer = 6

12. How do you rate the importance of students in your discipline knowing how to make use of the resources of the DePauw University libraries for term papers, reports, research papers, or similar assignments.

Very Important 33 (47%) Important 28 (40%) Undecided 4 (6%)

Unimportant 3 (4%) Very unimportant 2 (3%) No Answer = 3

13. To what degree should a student use the following sources when preparing a research paper, report, term paper, or similar library assignment for one of your courses? (Please answer all items)

	Always	Usually	Some-Times	Seldom	Never	No Answer
a. Card Catlaog	50(77%)	14(22%)	1(2%)	0	0	8
b. Periodical Indexes and Abstracting Services	29(45%)	19(29%)	15(23%)	2(3%)	0	8
c. Bibliographies	12(19%)	21(34%)	23(37%)	6(10%)	0	11
d. General Encyclopedias and Dictionaries	5(8%)	12(19%)	27(44%)	17(27%)	1(2%)	11
e. Subject Encyclopedias and Dictionaries	5(8%)	15(24%)	30(48%)	10(16%)	2(3%)	11
f. Index to Government Publications	4(7%)	7(12%)	18(32%)	17(30%)	11(19%)	16
g. Pamphlet File	2(4%)	4(8%)	18(34%)	22(42%)	7(13%)	20
h. Newspapers (Including Those on Microfilm	1(2%)	8(15%)	21(38%)	16(29%)	9(16%)	18

i. I do not make assignments requiring library use 12 (16% of 73)

14. If you assign research papers, reports, term papers, or similar library assignments, which of the following do you expect to see reflected in your students' work?

	Always	Usually	Some-Times	Seldom	Never	No Answer
a. A Review of Relevant Literature	20(34%)	23(40%)	12(21%)	2(3%)	1(2%)	15
b. An Annotated Bibliography	9(16%)	13(23%)	20(35%)	12(21%)	3(5%)	16
c. The Gathering and Interpretation of Statistics	0	8(14%)	25(45%)	15(27%)	8(15%)	17
d. Use of Journal Articles	21(38%)	20(36%)	14(25%)	1(2%)	0	17
e. In-depth Critique or Critical Analysis of Sources Used	12(22%)	15(27%)	22(40%)	6(11%)	0	18

f. I do not make assignments requiring library use 10 (13% of 73)

15. If you require a bibliography in your assigned papers, what degree of importance to you ascribe to each of the following characteristics of bibliographies?

	Very Important	Important	Unimportant	Very Unimportant	
a. Number of References	2(4%)	38(75%)	11(22%)	0	No Answer=22
b. Variety of References	12(24%)	37(73%)	3(4%)	0	No Answer=22
c. Proper Form of References	12(24%)	33(66%)	4(8%)	1(25)	No Answer=23
d. Appropriateness of References	28(60%)	19(40%)	0	0	No Answer=26

e. I do not require bibliographies 14 (19% of 73)

16. Do you explain to your classes how to develop a bibliography with the characteristics you consider important (i.e. proper form, use of current sources, etc.)?

Always 16(27%) Usually 15(25%) Occasionally 11(19%) Seldom 7(12%)

Never 10(17%) No Answer 14

17. Do you explain to your classes the indexes, bibliographies, abstracting services, reference books, etc., available in your discipline?

Always 8(14%) Usually 16(28%) Occasionally 19(33%) Seldom 7(12%)

Never 8(14%) No Answer 15

18. If the use of library resources and development of proper bibliographies are explained in your classes, by what means is this explanation given? (Check the most appropriate response)

17(23% of 73)a. During individual consultation
36(49% of 73)b. By devoting a portion of a class period to such instruction
4(5% of 73) c. By devoting an entire class period to instruction of this type
1(1% of 73) d. By devoting more than one class period to such instruction
6(8% of 73 e. Other

19. If the use of library resources and development of proper bibliographies are not explained in your classes, by what means do you think students learn these skills? (Check the most appropriate response)

10 (13% of 73)a. By picking it up on their own initiative
12 (16% of 73)b. By learning it in high school
16 (22% of 73)c. By learning it in other classes
1 (1% of 73) d. By learning it from other students
17 (23% of 73)e. By asking a librarian
3 (4% of 73) f. Students do not need to know how to use library resources and/or the development of proper bibliographies in my discipline
2 (3% of 73) g. Other

20. In Reform on Campus (1972) the Carnegie Commission on Higher Education stated that the imparting of skills for continuing self-education, particularly through use of the library, should become more important in higher education (pp. 22-23). What is your feeling about this statement?

SA 29 (41%) A 33 (47%) U 7 (10%) DA 1 (1%) SDA 0 No Answer = 3

21. In your opinion, to what extent do the following assignments impart the library skills needed for a student's "continuing self-education"?

	Of Little Value 1	2	3	Of Great Value 4	5	No Answer
a. Term Papers	1(2%)	2(3%)	6(9%)	27(42%)	28(44%)	9
b. Annotated Bibliographies	4(7%)	3(5%)	20(33%)	24(39%)	10(16%)	12
c. Book Reviews	2(3%)	8(13%)	17(27%)	30(48%)	5(8%)	11
d. Journal Article Reviews	2(3%)	6(10%)	12(19%)	33(53%)	9(15%)	11
e. Several Short Papers	3(5%)	5(9%)	12(21%)	27(47%)	11(19%)	15
f. Careful Analysis of a Few Documents or Essays	3(5%)	6(11%)	13(23%)	25(44%)	10(18%)	16
g. Other						

22. In your opinion, which of the following methods should be used in presenting classroom instruction on library skills and techniques? (Please rank the top 3 in order of preference, i.e., 1=most important, 2=second in importance, 3=third in importance)

	1	2	3	No Answer
a. Within each individual class by the instructors	18 (46%)	15 (38%)	6 (15%)	34
b. As a credit course in the department taught by an instructor	1 (8%)	6 (50%)	5 (42%)	61
c. Within each individual class by a librarian in collaboration with the instructor	26 (51%)	17 (33%)	8 (16%)	22
d. In a required class taken by all students in the college taught by librarians	9 (36%)	8 (32%)	8 (32%)	48
e. As an optional, non-credit course in the department taught by an instructor	1 (8%)	2 (17%)	9 (75%)	61
f. As an optional, non-credit course taught by librarians	9 (24%)	11 (30%)	17 (46%)	36
g. Classroom instruction is not need	3 (30%)	1 (10%)	6 (60%)	63

23. How many hours would you estimate that it would take to teach use of basic library resources and literature searching techniques to students in your discipline? (Please circle the most appropriate answer)

None 0 1 hour 12 (20%) 1-3 hours 35 (57%) 4-6 hours 7 (11%)

6-8 hours 3 (5%) 8 hours or more 4 (7%) No Answer 12

24. A librarian-directed review of library resources and literature search teachniques in my discipline would be a valuable experience for my students.

SA 18 (26%) A 29 (41%) U 17 (24%) DA 4 (6%) SDA 2 (3%)
No Answer 3

25. If such a review were offered by the librarians, how much time would you be able to spend in cooperating with them on its development? (Please circle the most appropriate answer)

no time 8 (13%) 1/2 hour 4 (6%) 1 hour 23 (36%) 1-3 hours 25 (39%)

3 or more hours 4 (6%) No Answer 9

26. Have you, in the last year, had a librarian in to your classes to explain library resources and literature searching techniques?

Yes 15 (22%) No 54 (78%) No Answer 4

27. Have you, in the last year, discussed with a librarian your assignments which involve library use?

Yes 37 (54%) No 31 (46%) No Answer 5

28. Which of the following methods do you use in encouraging students to make use of the library? (Please rank the top 3 in order of preference, i.e., 1=most important, 2=second in importance, 3=third in importance)

	1	2	3	No Answer
a. Frequent class discussions of students library reading	2 (14%)	5 (36%)	7 (50%)	59
b. Assignments are spelled out very explicitly	18 (58%)	8 (26%)	5 (16%)	42
c. References are given to students to guide them in their use of the library	14 (35%)	17 (42%)	9 (22%)	33
d. Expressing a fondness to the students for using books and the library	9 (36%)	10 (40%)	6 (24%)	48
e. Closely following up on library assignments made	2 (13%)	5 (33%)	8 (53%)	58
f. Emphasis on proper elements of research, i.e. adequate footnotes, selection of numerous source materials, compilation of suitable bibliography	17 (50%)	9 (26%)	8 (24%)	39
g. Other	1	1	2	69
h. Do not encourage students to make use of the library	7 (70%)	2 (20%)	1 (10%)	63

29. Students would go to the library more often if: (Please check as many responses as you like.)

a. If they knew more about how to use the library	43 (58% of 73)
b. The holdings (books, periodicals, etc.) were more extensive	23 (31% of 73)
c. More of their friends used the library	17 (23% of 73)
d. The library staff would be more helpful and cooperative	1 (1% of 73)
e. There were more quiet areas for study	21 (28% of 73)
f. I encouraged them to use the library more (i.e. through class assignments, etc.)	32 (43% of 73)
g. The libraries were open more hours	2 (3% of 73)
h. Other	7 (9% of 73)

Of the considerations listed above, which are the two most important factors which might cause you to make greater use of the library?

Most Important	a. 9 (24%)	e. 3 (8%)	No Answer = 36
	b. 11 (30%)	f. 9 (24%)	
	c. 2 (5%)	g. 0	
	d. 0	h. 3 (8%)	
Second in Importance	a. 11 (35%)	e. 3 (10%)	No Answer = 42
	b. 8 (26%)	f. 6 (19%)	
	c. 1 (3%)	g. 0	
	d. 1 (3%)	h 1 (3%)	

30. In your graduate work, how did you learn to use library resources? (Please indicate all appropriate items)

a. Learned from other graduate students	29 (40% of 73)
b. Learned through informal consultation with professors	31 (42% of 73)
c. Learned through informal consultation with librarians	35 (48% of 73)
d. Learned through my own efforts	62 (85% of 73)
e. Learned in a graduate course (or part of a course) in library usage taught by a department instructor	16 (22% of 73)
f. Learned in a graduate course in library usage taught by a librarian	3 (4% of 73)
g. No need for use of library sources in my graduate work	1 (1% of 73)
h. Other	5 (7% of 73)

Of the methods listed above, which are the two ways you believe most effective in learning how to use library resources?

First	a. 2 (5%)	e. 4 (10%)	No Answer = 34
	b. 8 (21%)	f. 3 (8%)	
	c. 6 (15%)	g. 0	
	d. 14 (36%)	h. 2 (5%)	

Second	a. 2 (5%)	c. 10 (27%)	e. 2 (5%)	g. 0
	b. 8 (22%)	d. 12 (32%)	f. 3 (8%)	h. 0

No Answer = 36

31. With what approximate frequency do you make use of the resources of the DePauw University libraries? (Please check the most appropriate response)

Daily 9 (13%) Three Times a Week 12 (18%) Weekly 24 (35%)

Monthly 10 (15%) A Few Times a Semester 10 (15%)

Rarely 3 (4%) No Answer = 5

32. To what extent do you rely on your personal collection of materials rather than the collections of the DePauw University libraries? (Please check the most appropriate response)

Greatly 29 (41%) Considerably 27 (38%) Moderately 14 (20%)

Scarecely 1 (1%) Not at All 0 No Answer = 2

33. Optimum use of a college library as a learning tool depends upon the following conditions. Please rank in order of importance (1=most important, etc.) each of the following three conditions.

	1	2	3	No Answer
a. The maintenance of collections which are adequate in size and scope to support independent study and investigation	40 (61%)	9 (14%)	16 (26%)	7
b. Faculty presentations of a kind which inspire students to use the resources of the library intensively	21 (33%)	28 (44%)	14 (22%)	10
c. Library instruction which will enable students to use the library effectively	8 (13%)	27 (43%)	28 (44%)	10

34. Which one of the following statements best describes what you think should be the primary purpose of the DePauw University libraries?

DePauw University libraries need to:

a.	provide students with a good place to study	5 (7% of 73)
b.	provide the major reference books, periodical indexes, and other basic journals and books in each field	20 (27% of 73)
c.	provide sufficient materials so students can develop their ability to locate an analyze information	16 (22% of 73)
d.	provide sufficient materials so students can conduct research in-depth in selected areas and faculty can prepare for their classes	27 (27% of 73)
e.	provide sufficient materials so faculty can conduct research in-depth in selected areas, such as might be needed for publication, etc.	1 (1% of 73)
f.	acquire as many items as the University can possibly afford to support the varied interests of the students and faculty	17 (23% of 73)
g.	Other	1 (1% of 73

35. Generally, how would you characterize the opinion held by DePauw University students towards the DePauw University libraries?

Highly Positive 1 (2%) Positive 22 (37%) Neutral 26 (44%)

Negative 9 (15%) Highly Negative 1 (2%) No Answer = 14

36. How would you characterize your opinion towards the DePauw University libraries?

Highly Positive 14 (22%) Positive 39 (60%) Neutral 9 (14%)

Negative 2 (3%) Highly Negative 1 (2%) No Answer = 8

37. Generally, how would you characterize the opinion held by the DePauw University faculty towards the DePauw University libraries?

Highly Positive 0 Positive 34 (61%) Neutral 16 (29%)

Negative 6 (11%) Highly Negative 0 No Answer = 17

38. Have you ever had a student avoid or drop one of your classes because you required use of the DePauw University libraries?

Yes 9 (16%) No 49 (84%) No Answer = 15

39. How serious a problem do you consider theft and mutilation of DePauw University library items to be?

Very serious 18 (29%) Serious 28 (45%) Undecided 14 (23%)

Not serious 2 (3%) No problem at all 0 No Answer = 11

40. How serious a problem do you consider plagiarism or similar misuse of DePauw University library items to be?

Very serious 11 (17%) Serious 21 (33%) Undecided 25 (40%)

Not serious 6 (10%) No problem at all 0 No Answer = 10

41. How adequate do you consider the current faculty loan period of DePauw University library materials?

Much Too Long 2 (3%) Too Long 10 (16%) About Right 50 (79%)

Too Short 1 (2%) Much Too Short 0 No Answer = 10

Over the past several years there have been several discussions concerning the establishment of a centralized audiovisual service. While an audiovisual center need not be established in a library, a library is sometimes expected to provide these services. We are taking the opportunity provided by this survey to solicit information from the faculty concerning a centralized audiovisual service.

42. For my needs the current University system of handling audiovisual equipment and services is:

Very satisfactory 5 (8%) Satisfactory 28 (42%) Undecided 16 (24%)

Unsatisfactory 7 (11%) Very unsatisfactory 10 (15%) No Answer = 7

43. What of your department's audiovisual equipment would you be willing to contribute to a central audiovisual center?

film projector 5 (7% of 73)
overhead transparency projector 8 (11% of 73)
slide projector 6 (8% of 73)
audiocassette recorder/player 1 (1% of 73)
other 1 (1% of 73)
no equipment to contribute 15 (20% of 73)
do not wish to contribute any equipment 27 (37% of 73)

44. If an audiovisual center were to be created which of the following services would you like to see offer? (rank in order of preference, 1 being highest or first)

a. distribution of equipment/materials

1. 17(42%) 2. 4(10%) 3. 6(15%) 4. 4(10%) 5. 1(2%)
6. 4(10%) 7. 4(10%) No Answer = 33 Average = 2.9

b. production of materials (slides/transparencies, videotapes, etc.)

1. 17(36%) 2. 10(21%) 3. 6(13%) 4. 5(11%) 5. 3(6%)
6. 3(6%) 7. 3(6%) No Answer = 26 Average = 2.7

c. maintenance of equipment/materials

1. 12(24%) 2. 11(22%) 3. 10(20%) 4. 11(22%) 5. 3(6%)
6. 2(4%) 7. 0 No Answer = 24 Average = 2.7

d. ordering of materials (films, videotapes, etc.)

1. 12(31%) 2. 10(26%) 3. 8(21%) 4. 3(8%) 5. 4(10%)
6. 0 7. 2(5%) No Answer = 34 Average = 2.6

e. ordering of equipment (tape recorders, projectors, etc.)

1. 8(23%) 2. 3(9%) 3. 6(17%) 4. 8(23%) 5. 4(11%)
6. 3(9%) 7. 3(9%) No Answer = 38 Average = 3.5

f. scheduling of viewing times and places (films, videotapes, etc.)

1. 15(34%) 2. 3(7%) 3. 10(23%) 4. 6(14%) 5. 4(9%)
6. 5(11%) 7. 1(2%) No Answer = 29 Average 3.0

g. consulting services (use of audiovisual materials, use of alternative instructional methods, etc.)

1. 6(18%) 2. 9(26%) 3. 3(9%) 4. 1(3%) 5. 6(18%)
6. 3(9%) 7. 6(18%) No Answer = 39 Average 3.7

45. I would be willing to use a permanent projection room in lieu of my own classroom for:

a. viewing of films	46 (63% of 73)
b. viewing of slides	25 (34% of 73)
c. viewing of videotapes	42 (57% of 73)
d. none of the above	9 (12% of 73)

46. How would you characterize your present use of media?

	Often	Somtimes	Seldom	Never	No Answer
Video	6(9%)	21(32%)	16(24%)	23(35%)	7
Audio	15(25%)	14(24%)	13(22%)	17(29%)	14
Films	6(9%)	26(40%)	15(23%)	18(28%)	8
Slides	10(16%)	12(19%)	20(32%)	20(32%)	11
Overhead Transparencies	14(22%)	12(19%)	14(22%)	23(37%)	10

47. What change might you anticipate in your use of audiovisual materials and equipment if a centralized audiovisual service were created?

Much more use 12(18%) Slightly more use 28(42%) About the same 20 (30%) Slightly less use 2 (3%) Much less use 4(6%)

No Answer = 7

- end -

FACULTY LIBRARY SURVEY COMMENTS

FALL 1980

Comments Concerning the Library

I use them (research papers, etc.) in my literature course, on an optional basis (for an "A"). Since I do not teach writing I consider it unproductive to require a paper of people who have not interest or ability to write.

Some journals are not in the library for specific subject fields.

It is not a very friendly place nor is it physically attractive. It is not conducive to work, to read, and to study.

A one credit class in Library Skills should be required. I am not sure who should teach it - the staff already seems overworked.

It seems to me part of the problem (plagiarism) here may be poor instruction in the use of reference/research materials.

Faculty should be held accountable for the books they remove from circulation.

I really don't know (regarding students dropping or avoiding a class requiring use of the library), although my students express displeasure at the amount of research they must do.

I'd say the undergraduate experience here is highly informative and will facilitate any graduate-level research which a student will be doing.

Independent reports are not usually appropriate to the courses I teach. Independent investigation--yes (often suggested and guided by me). I do not require term papers and written reports, however.

The majority of my junior-senior students in 301 don't even know about Biological Abstracts, let alone know how to use them.

I believe there is no single reason for using or not using the library. I would think any or all of the above listed reasons could be a factor. My 301 course is the only course I teach designed to make extensive use of the library - Occasionally my senior seminar course is report oriented, and I expect the students to do a literature search for their reports.

I feel that the use of the interlibrary loan and the weekly visits to IU's library has helped to alleviate many of the problems created by the lack of certain books and journals. (Maybe some teachers don't inform their students of these services.)

I am generally positive in my feelings about the library --For the size of our school I think it's a fairly good library, at least in the sciences -- We have many of the major journals and our dept. book allowance permits us to purchase current books in our areas of teaching --I also use interlibrary loan and the I.U. service to supplement materials at the DPU library.

I don't know how extensive it (theft and mutilation) is overall, but I know pages are occasionally missing from some of the science journals. As far as I'm concerned any loss is too much!

For periodicals, it seems that we have continued subscriptions for old time's sake rather than seriously examining our holdings.

Depends on the course; (making use of the resources) some of the deficiency in this area certainly stems from faculty. We should rectify this but in most cases, don't.

Question 29 implies a negative attitude towards our library and staff. The only people I feel could be a bit more service orientated are those at the reserve/circulation desk. I sometimes feel that they feel the library would be perfect if every book was in its place on the shelf.

Although most of the research my students do in the library does not result in papers. All of their research results in studies of specific trends past and present and are dealt with directly in their own work and in discussions held in class with their colleagues.

My experience to date has been that in almost every instance when I have recommended an important book to students, the book is not in the collections.

It is fruitless, if not impossible, to encourage library use when almost every attempt to find needed materials is doomed to frustration.

We should not adopt the short-sighted and fatalistic premise that DePauw cannot support a research collection. What DePauw can't afford is to duplicate collections typical of high school and small public libraries.

I think we have a long way to go--and I would trade four athletic complexes for one good library.

I tailor class work and research assignments to DPU resources.

The atmosphere is not conducive for studying.

Each member receives an equal allotment to order books. Each member has responsibility for a field of history.

Knowing where and how to find information is an essential part of a liberal arts education.

I have had no problems with my class except missing/lost books needing replacement. Taking courses at IU, I found all needed books, except one, in DPU library - higher ed, courses.

I love the library! I think that DePauw's libraries are quite adequate for the purposes of this University. The staff is always helpful. My only disappointments are when materials are missing.

Perhaps if DePauw students simply knew how much joy learning and exploring can be and how much a good library can aid those endeavors, then proper and adequate use of a library's resources would necessarily follow. The implication of this questionnaire--that a library is a place to go to carry out dreary assignments, after a dreary orientation--is no way to develop a love for the library!

Physics courses are well-contained within the textbook and laboratory materials used. A rather extensive set of books is kept on reserve in Prevo library for supplementary reading and problem-solving practice. Reports and term papers are not part of the course. The term research papers is disturbing. Even to the extent that science lab experiments are poor simulations of true research they still demand actual student discovery and carry the risk of inconclusive or null findings. This is certainly something other than looking up and recompiling statements made by others. If that is research then I am Santa Claus.

Our students usually use Methodist Hospital library facilities.

Much of what you ask is irrelevant to Mathematics teaching.

I make use of closed reserve for supplementary reading for both of my classes.

We haven't really (established priorities for purchasing library materials). One person does it with any input the others want to give. No department discussion.

Most math texts are self-contained or depend only on books from students previous courses for references. Very few journals, undergraduate students can read.

Studio work requires only occasional use of the library.

I consider myself not well-informed about the purchasing policies of the library and the needs of the religion faculty.

1. Use of closed reserve for selected reading
2. Sufficiency of selected reading, for philosophical analysis
3. Have not had the opportunity to experiment with independent research in classes
4. Suspect independent research without careful briefing on quality variation in the literature would be less productive than selected reading.

Classes are too large (to require library assignments).

I assign a book that covers this subject (how to develop a bibliography and use the indexes, bibliographies, reference books, etc.).

Library use is not appropriate for physical education activity courses.

Need better methods (to establish priorities for purchasing library materials).

Mostly my students have very little idea as to the functions of a library apart from the fact that they are depositories for books and journals.

(Students can learn how to use the library by picking it up on their own initiative.) This should be accomplished by frequent use of the facility.

Library use not appropriate to courses taught. Used primarily for listening assignments and reading assignments. Need more reference material.

Very little of this survey relates directly to the music department.

I'm very pleased with the holdings of the DePauw Library in my field. It can be improved through the cooperation of my department -e.g. through our library budget by filling in gaps in basic holdings.

The library staff is already very helpful and cooperative, the students just need to take advantage of their cooperativeness. (First year at DePauw)

Presently, I haven't assigned papers because they are not appropriate to courses I am teaching. I do teach courses in which term papers are required (especially my spring courses), and at that time, I expect my students to use the library facilities EXTENSIVELY!

Society, students, DePauw faculty, librarians give little or no evidence to students of the importance of reading books. Methodology has overtaken substance.

We cannot afford anything. Money goes for carpets in the library!

Some material ordered year after year is never ordered.

The freshmen are helped by the library programs for them which should be "beefed up" - made more demanding.

The library assignment is not an appropriate one in the introductory courses I am presently teaching.

More attention needs to be given to purchasing library materials. 1) Perhaps a printed list of the request and the professor requesting the materials should be circulated among all of us (in the department) to draw attention to its importance, the types of books being ordered and gap areas. 2) Books ordered for professors could be stamped DPU and returned to department library when professor is not using it.

We have almost all of the important journals in my area. I do wonder about our purchases of paperback books, where we do not have them bound (and where in some cases - a classic work, e.g. - we should want to keep it for a good many years).

Except for an advanced seminar or course, I do not assign extended "term papers". I assign short analytic papers (2-4 pages) in which a student is to examine closely an important argument. In this connection, of course, he will find it useful to consult a critical article or two or the passage. Generally the student would have the passage in the book of selections he would have been asked to purchase for the course. At least some of the secondary or critical material I would have placed on reserve. (The reserve desk is very important in my teaching.)

The skills and techniques in question are not, in my judgment, so formidable that they require extended instruction. What is more to the point, I should think, is their practice.

Fifteen minutes, together with distribution of a 2-3 page mimeo with suitable advise, would do - if such instruction is needed at all.

Some of the questions in this survey appear to suppose that the library is a device of such complication - I do not deny that it is a place of some complication - that special instruction, even special courses, indeed even a course at the graduate level might be called for. I should like to see the case for that supposition. At the moment I am inclined to think it at least a moderately bloated proposition.

Roy West is missing certain key periodicals in my field, such as Critical Inquiry, and needs a better budget there.

Few DePauw profs. require papers, let alone term papers, and even in my department, colleagues are remiss, sometimes ordering "critical editions" which are convenient but keep the kids out of the library.

Fraternity files of papers should be burned - save students plagiarize shamelessly.

The real reason profs. don't assign term papers is that they'd have to read them!! -- It's too much work.

I find that students ask librarians even when I do explain. (use of library resources and development of proper bibliographies)

(Holdings were more extensive) In really good research, students are often frustrated.

A practising scholar is the key; I love our librarians, but they play it by the book.-- It's really an out that must be learned by doing. The publishing scholar can give practical tips.

I'm not against library "courses", but I think the excellent booklets prepared for each field are excellent, and wouldn't want large funds -- or even any funds -- used for instruction. Print booklets and buy books.

(faculty loan period) Do encourage students to ask for books they need, and notify faculty members that someone wants that book. Otherwise keep policy the same, or give faculty a year.

Allocating funds equally among colleagues is a fair way to allocate priorities, but it is the total available that is unrealistically small.

English classes in particular should teach form, and the disciplines in other departments should give further guidance to specialized periodicals and government publications.

There is no substitute for adequacy of collections - my students are very unhappy that so little is available - they go to IU often, and are quite contemptuous of the resources here.

(Use of library resources and development of proper bibliographies) They should learn it in high school. Many of them never learn it. Those who do, learn it in other classes, I think.

Classroom instruction is not needed, but written information should be available, students encouraged to read it. Too much spoon feeding of students goes on in this University. Can't they learn by doing?

I am under the impression that students spend an enormous amount of time in the library, but that their reason for doing so is primarily social.

The problem of plagiarism is the chief problem giving me pause in the assignment of papers.
Student's inability to read critically is also a problem.

I have come to believe that the library is taking undue "heat" on this issue. Research is work. The library staff should not have to beat its collective breast when students do not wish to devote the effort necessary for doing good research.

(Use of library resources and development of proper bibliographies) I don't think of this response as a "cop out". I try to provide enough basic instruction to get the students going. Sooner or later, however, they have to take responsibility for their work.

I think question 29 misses the point. While I like students at DPU and find the classroom experience to be delightful, I find their attitude toward knowledge acquisition far too pragmatic. Students would go to the library more often if they cared more about acquiring knowledge (as opposed to getting a grade). I doubt that new requirements or new library programs will substantially influence this attitude.

The student must wish to use the library.

(Current faculty loan period of DePauw University library materials.) Isn't it indefinite? That's ok!

It is good experience for students (and instructors) to work within the limits of a well-selected collection of modest size. One gets to know important sources well and is forced to develop imagination in research method. Each department should order books from year to year according to a coherent plan.

I doubt that there is such a thing as "the opinion" of students or the DePauw faculty. Nor have I any interest in estimating the average user's opinion. I am certain the library is set up to offer effective service.

Because they work in another language, our students are not normally prepared for extensive and complex library assignments in this field until the last two or three semesters unless they limit themselves largely to materials in English. Papers for literature courses below that level tend to be text-oriented studies. Library resources are important for supplementary reference work and papers in the cultural studies course, too.

The factors listed for item 29 do not apply well in relation to my use of the library, except for "b", (but what I have in mind is not at all practical at DePauw). A simplification of the book check-out system would substantially increase my use of the DePauw libraries and greatly increase my circulation of books.

I don't want to attempt a relative rating for conditions listed in item 33. If the student believes in what he is doing, one need only show him the library collection and some examples of what use it can be to him, and he will gain a rich experience, even if he has to find his own way to some extent. Librarians should not be expected to solve reference problems for others, but to give guidance, hints and suggestions. Similarly, instructors should not be expected to have to motivate students toward library use, but to feed and support a motivation the student must hold as a member of the profession, and which the student should expect to cultivate and deepen with time.

Any abuse of library items has to be called, to some degree, serious. I do not know how widespread these forms of abuse have been. The theft problem has apparently been very serious in the past. The library staff would know better than we how many books are ultimately recovered and how many are not. My assignments normally cannot be completed through convenient forms of plagiarism.

Comments Concerning Audiovisual Services

"What do you like most about the current audiovisual system at DePauw University?"

Convenience of having equipment close at hand.

I think there is not much to like.

What system? - Randy is the best part.

I didn't know we had a system.

Videotape resource availability

When I need an overhead projector, it is in the closet of my room or the room next door.

Taping of important public TV specials.

Our classrooms are equipped by permanent screen, overhead projector and slide projector.

Moderately convenient

Helpful competent staff in TV services.

I don't have to use it which alleviates the need to fight for schedules etc.

Quick access to equipment in department.

Is there a system?

Not much

No one thing, but in general it has worked well for me.

Independent control/use of equipment

Used only department's cassette recorder. Appreciate it's availability

We don't have a system - - thank God!

Cost of using equipment

Convenience of departmental control

The distribution of equipment.

Videotaping service and movie service.

Cooperativeness of instructional TV staff.

It's cheap

Don't know enough yet to say.

It is better than nothing.

I think that the system desires to serve the needs of the DPU community.

That we have one.

Willingness to cooperate.

It's decentralized.

I have departmental equipment and a personal collection of materials easily available for regular set-up. The equipment is handled with care by the few people accustomed to using it.

"What do you like least about the current audiovisual system at DePauw University?"

Need for more sophisticated equipment which the department cannot afford.

Lack of an audio visual system.

Lack of additional films in permanent collection.

Not knowing what is available and how to use it.

Limitation of equipment and facilities

Full time person not available daily.

I have not had an opportunity to inform myself about the availability of visual media in the library.

Probable duplication of costs/effort

It is sometimes difficult for me to get a hold of someone when I want to have a TV program videotaped.

That I can't show videotapes and 16mm film in my own building much less my classroom.

The absence of a central film rental service.

Great difficulty in scheduling viewing times.

Needs to be raised higher - Why the basement?

The viewing room in the library - although it has improved.

The slide collections and resources that I would like to use are not fully adequate.

That I don't use it enough.

No adequate primary typewriter, filmstrip or slide projector in our building, and could not obtain last two when phoned library AV consultant.

We spend too much money on equipment by each department having equipment setting idly about 95% of the time.

The part-time AV resource program. (To request by phone anytime, and to receive written confirmation within 48 hours would be ideal.)

Department needs center around technical services such as slide copying, mounting, masking, and labeling.

It's hit-or-miss, inadequately used.

Appendix: 138

The library auditorium lacks adequate ventilation and its acoustic boom makes it an unpleasant place to hear sound tracks of movies and TV programs.

Time delay in contact with specialist.

Inadequate repair facilities.

Most difficult problem is scheduling the library auditorium. I have learned how to avoid it!

Nothing in particular

1) No color cameras and support materials
2) Better availability
3) Staff personnel (under management)

It could have a much greater stock of films and other materials.

The relative impracticality of frequent wider AV-media use in my field considering effort, expense and the number of students involved.

Appendix: 139

"Other comments about the audiovisual system at DePauw University."

Satisfactory - Because it is not centralized.

(Equipment you would be willing to contribute to a central audiovisual center.) all - if a phone call will make any AV equipment available in my classroom within 24 hours.

Very unsatisfactory - This is no comment on excellent staff, but on the shoestring resources they are forced to work with.

Surely it must be possible to find viewing room in addition to the library auditorium.

But since all of this equipment is portable I see no need. (permanent project room) This could be very limiting as AV materials must be used at the appropriate time - NOT when the room is available.

(Do not wish to contribute any equipment) Because ours is in complete use within the department.

(Do not wish to contribute any equipment) All is needed.

What little (equipment) we have is used in the classrooms.

We have trouble spreading the equipment around as it is.

Appendix: 140

DEPAUW UNIVERSITY

STUDENT LIBRARY SURVEY 1980

Major: 295 returned (54%) Class Level: Sophomore 106 (36%)
Sex: Female 164 (56%) Male 128 (44%) Junior 95 (32%) Senior 93 (32%)
No Answer = 3 No Answer = 1

Students have different reasons for using the library. We want to know the ways in which you make use of the DePauw University libraries; based on your experience at DePauw University, how important are the DePauw University libraries for the following purposes:

	Very Important	Important	Unimportant	Never Used For This	No Answer
1. As a place to browse for books and magazines	26(9%)	113(39%)	84(29%)	66(23%)	6
2. As a place for meeting friends	8(3%)	45(15%)	146(50%)	93(32%)	3
3. As a place for studying between classes	70(24%)	152(52%)	34(12%)	38(13%)	1
4. As a place for studying at night	151(51%)	90(31%)	25(9%)	28(10%)	1
5. As a place for studying on weekends	118(40%)	105(36%)	32(11%)	39(13%)	1
6. As a place to do research (source of books, journals, documents, etc.)	212(73%)	69(24%)	8(3%)	3(1%)	3

There are many things a student can do in the library. We would like to obtain from you some idea of the activities you typically pursue in the DePauw University libraries. Please estimate how often you go to the DePauw University libraries to:

	Often	Sometimes	Seldom	Never	No Answer
7. Look up information and locate materials for class assignments	104(35%)	132(45%)	54(18%)	5(2%)	0
8. Check out books for personal reading pleasure	6(2%)	33(11%)	113(39%)	140(48%)	3

	Often	Sometimes	Seldom	Never	No Answer
9. Use the reference section (e.g. encyclopedias, indexes, abstracts, etc.) for research	110(37%)	122(41%)	54(18%)	8(3%)	1
10. Read materials held in the reserve section	106(36%)	129(44%)	41(14%)	18(6%)	1
11. Meet and visit with friends	26(9%)	55(19%)	121(41%)	90(31%)	3
12. Study between classes	62(21%)	121(41%)	71(24%)	40(14%)	1
13. Study in the evenings	122(41%)	100(34%)	38(13%)	34(12%)	1
14. Study on the weekends	99(34%)	96(33%)	58(20%)	42(14%)	0
15. Use the soft drink and candy machines	70(24%)	70(24%)	73(25%)	78(27%)	4
16. Use an individual study carrel	94(32%)	81(28%)	58(20%)	59(20%)	3
17. Use a large table	70(24%)	118(40%)	65(22%)	39(13%)	3
18. Use a group study room	23(8%)	79(27%)	110(38%)	81(28%)	2
19. Use the copy machine	122(41%)	125(42%)	37(13%)	11(4%)	0

Student opinions concerning the adequacy of library resources are very important factors influencing the use of facilities. We want to learn how you feel about the resources of the DePauw University libraries. Please indicate your feelings about library resources by checking SA (Strongly Agree), A (Agree), U (Undecided), DA (Disagree), SDA (Strongly Disagree) on each of the following items.

20. Whenever I need to look up materials for independent research assignments (e.g., term papers, independent study projects, etc.) I can usually locate the materials I need quite easily in the DePauw University libraries.

SA 14(5%) A 119(41%) U 34(12%) DA 88(31%) SDA 33(11%)
No Answer = 7

21. In general, the DePauw University libraries are well-organized for the location of library resources.

SA 23(8%) A 184(64%) U 54(19%) DA 22(8%) SDA 6(2%)
No Answer = 6

22. I consider the DePauw University libraries a good resource for materials I seek for recreational or general interest reading.

SA 5(2%) A 86(30%) U 121(42%) DA 56(19%) SDA 21(7%)
No Answer = 6

23. In general, the DePauw University libraries are organized so I can find a good place to study.

SA 23(8%) A 170(59%) U 35(12%) DA 44(15%) SDA 17(6%)
No Answer = 6

24. Due to the DePauw University libraries' inadequate collection I have to go to other libraries (e.g., Indiana University, Purdue University, etc.) to find resources I need for my class work and/or research assignments.

SA 73(25%) A 82(29%) U 54(19%) DA 68(24%) SDA 10(3%)
No Answer = 8

25. When I study in the DePauw University libraries I do not consider it important that I be able to have soft drinks and food with me.

SA 23(8%) A 66(22%) U 38(13%) DA 99(34%) SDA 68(23%)
No Answer = 1

26. DePauw University libraries contain most of the materials I need for my class work and/or research assignments.

SA 18(6%) A 131(45%) U 35(12%) DA 80(28%) SDA 25(9%)
No Answer = 6

An important aspect of the operations of a library is that of the performance of library personnel. We would like to learn how you feel about people who work in the DePauw University libraries.

Have you ever had occasion to call upon the services of a DePauw University librarian?

Yes 261(90%) No 30(10%) No Answer = 4

In you answered YES, then please respond to the following items by including the degree of your agreement or disagreement with each item. (If you answered NO, please proceed to question #32, below.)

27. In general, I think DePauw librarians are friendly to students.

SA 66(25%) A 179(68%) U 11(4%) DA 5(2%) SDA 2(1%)
No Answer = 32

28. In general, I think DePauw librarians are willing to help students use library resources.

SA 88(33%) A 160(61%) U 9(3%) DA 4(2%) SDA 2(1%)
No Answer = 32

29. The assistance provided by DePauw librarians is seldom helpful because they know little more than I do about answering the questions I have.

SA 3(1%) A 7(3%) U 24(9%) DA 167(64%) SDA 61(23%)
No Answer = 33

30. There are times I would like to ask for help in the library, but I don't know whom to ask for assistance.

SA 3(1%) A 55(21%) U 25(10%) DA 132(51%) SDA 45(17%)
No Answer = 35

31. There are times I need to ask for help in the library, and there are not any librarians available to help me.

SA 6(2%) A 45(17%) U 50(19%) DA 129(49%) SDA 31(12%)
No Answer = 34

32. Ordinarily I go to the following library:

	Roy O. West Library	Science & Math Library	Music Library
Once or more times a day	106(37%)	32(13%)	11(4%)
Two or more times a day*	32(11%)	12(5%)	5(2%)
Once a week	81(29%)	44(17%)	12(5%)
Seldom	57(20%)	100(39%)	54(22%)
Never	8(3%)	68(27%)	164(66%)
No Answer	11	39	48

33. How many hours during a typical school week would you be likely to spend in the library.

Ten hours or more 103(35%)
Five to nine hours 71(24%)
One to four hours 77(26%)
Less than one hour per week 40(14%)
No Answer = 4

34. I would go to the library more often if: (Please check as many responses as you like.)

29(9%) A. I knew more about how to use the library.
141(48%) B. The holdings (books, periodicals, etc.) were more extensive.
13(4%) C. More of my friends would go there.
8(3%) D. The library staff would be more helpful and cooperative.
165(56%) E. There were more quiet areas for study.
68(23%) F. My professors encouraged me to use the library more (i.e., through class assignments, etc.).
102(35%) G. The libraries were open more hours. (Specify)____________
47(16%) H. Other (Specify)____________________________________

*This should have read "Two or more times a week."

Of the considerations listed above, which are the two most important factors which might cause you to make greater use of the library?

Most Important	A.	10(4%)	E.	82(36%)	No Answer = 65
	B.	83(36%)	F.	15(7%)	
	C.	3(1%)	G.	24(10%)	
	D.	0	H.	13(6%)	
Second in Importance	A.	8(5%)	E.	59(34%)	No Answer = 121
	B.	34(20%)	F.	17(10%)	
	C.	5(3%)	G.	42(24%)	
	D.	2(1%)	H.	7(4%)	

35. Generally, how would you characterize the opinion held by DePauw University students towards the DePauw University libraries?

Highly Positive 2(1%) Positive 90(32%) Neutral 86(30%)

Negative 97(34%) Highly Negative 9(3%) No Answer = 11

36. How would you characterize your opinion towards the DePauw University libraries?

Highly Positive 16(4%) Positive 120(41%) Neutral 91(31%)

Negative 55(19%) Highly Negative 9(3%) No Answer = 4

37. Generally, how would you characterize the opinion held by DePauw University faculty towards the DePauw University libraries?

Highly Positive 4(1%) Positive 64(22%) Neutral 60(21%)

Negative 59(21%) Highly Negative 2(1%) Do Not Know 98(34%)

No Answer = 8

38. Have you ever avoided or dropped a course because it required use of the DePauw University libraries?

Yes 7(2%) No 285(98%) No Answer = 3

39. In your past experience with the DePauw University libraries, how often have you used the following library resources or services? What is your opinion of each?

A. The Card Catalog	Roy O. West Library	Science & Math Library	Music Library
Frequently used	182(63%)	18(7%)	11(4%)
Seldom used	102(35%)	50(19%)	33(12%)
Never used	7(2%)	201(75%)	224(84%)
No Answer	4	26	27

B. The Book Collection	Roy O. West Library	Science & Math Library	Music Library
Frequently used	155(54%)	22(8%)	9(3%)
Seldom used	121(42%)	52(19%)	22(8%)
Never used	13(4%)	194(72%)	235(88%)
No Answer	6	27	29

If you have used the book collection, how well was it organized (i.e. were books out of order, missing, etc.)?

Very Well 28(10%) Well 141(52%) Undecided 60(22%)

Poorly 40(15%) Very Poorly 4(1%) No Answer = 22

If you have used the book collection, how comprehensive did you find it to be?

Quite comprehensive 10(4%) Fairly comprehensive 113(41%)

Undecided 45(16%) Somewhat lacking 81(29%)

Very much lacking in comprehensiveness 26(9%) No Answer = 20

C. The Periodical Collection	Roy O. West Library	Science & Math Library	Music Library
Frequently used	150(52%)	11(4%)	4(2%)
Seldom used	116(40%)	37(14%)	14(5%)
Never used	21(7%)	215(82%)	242(93%)
No Answer	8	32	35

If you have used the periodical collection, how well was it organized (i.e. were periodicals out of order, missing, etc.)?

Very Well 25(9%) Well 111(42%) Undecided 51(19%)

Poorly 63(24%) Very Poorly 16(6%) No Answer = 29

If you have used the periodical collection, how comprehensive did you find it to be?

Quite comprehensive 20(8%) Fairly comprehensive 105(40%)

Undecided 34(13%) Somewhat lacking 61(23%)

Very much lacking in comprehensiveness 43(16%) No Answer = 32

D. Government Documents	Roy O. West Library	Science & Math Library	Music Library
Frequently used	23(8%)	0	0
Seldom used	96(34%)	15(6%)	0
Never used	165(58%)	248(94%)	261(100%)
No Answer	11	32	34

If you have used the government documents collection, how well was it organized?

Very Well 9(7%) Well 45(36%) Undecided 51(41%) Poorly 15(12%)

Very Poorly 5(4%) No Answer = 170

If you have used the government documents collection, how comprehensive did you find it to be?

Quite comprehensive 11(9%) Fairly comprehensive 53(42%) Undecided 48(38%)

Somewhat lacking 10(8%) Very much lacking in comprehensiveness 4(3%)

No Answer = 169

E. Index Area (e.g. Readers' Guide, New York Times Index, etc.)

	Roy O. West Library	Science & Math Library	Music Library
Frequently used	132(46%)	6(2%)	3(1%)
Seldom used	128(44%)	22(8%)	5(2%)
Never used	30(10%)	237(89%)	255(97%)
No Answer	5	30	32

If you have used the resources and facilities of the Index Area, how satisfactory did you find the organization of this area?

Very satisfactory 42(16%) Satisfactory 162(63%) Undecided 27(10%)

Unsatisfactory 25(10%) Highly unsatisfactory 2(1%) No Answer = 37

If you have used the resources and facilities of the Index Area, how comprehensive in meeting your needs did you find the indexes to be?

Quite comprehensive 28(11%) Fairly comprehensive 137(53%)

Undecided 44(17%) Somewhat lacking 36(14%)

Very much lacking in comprehensiveness 12(5%) No Answer = 38

F. Microform Area (e.g. microfiche, microfilm, etc.)

	Roy O. West Library	Science & Math Library	Music Library
Frequently used	40(14%)	1(0+%)	0
Seldom used	138(48%)	3(1%)	0
Never used	112(39%)	259(98%)	261(100%)
No Answer	5	32	34

If you have used the resources and facilities in the Microform Area, how satisfactory did you find the organization of this area?

Very satisfactory 37(21%) Satisfactory 105(60%) Undecided 25(14%)

Unsatisfactory 7(4%) Highly unsatisfactory 2(1%) No Answer = 119

If you have used the resources and facilities of the Microform Area, how satisfactory did you find the equipment (microfilm readers, reader printers, etc.) in this area?

Very satisfactory 26(15%) Satisfactory 100(58%) Undecided 28(16%)

Unsatisfactory 15(9%) Highly unsatisfactory 4(2%) No Answer = 122

G. Reference Area (e.g. encyclopedias, dictionaries, almanacs, etc.)

	Roy O. West Library	Science & Math Library	Music Library
Frequently used	103(36%)	17(7%)	7(3%)
Seldom used	160(55%)	31(12%)	14(5%)
Never used	26(9%)	213(82%)	239(92%)
No Answer	6	34	35

If you have used the resources in the Reference Area, how satisfactory did you find the organization of the area (books in proper order, etc.)?

Very satisfactory 41(16%) Satisfactory 174(67%) Undecided 25(10%)

Unsatisfactory 15(6%) Highly unsatisfactory 5(2%) No Answer = 35

If you have used the resources of the Reference Area, how comprehensive in meeting your needs did you find the reference materials to be?

Very satisfactory 30(12%) Satisfactory 162(63%) Undecided 40(16%)

Unsatisfactory 21(8%) Highly unsatisfactory 4(2%) No Answer = 38

H. Reference Assistance	Roy O. West Library	Science & Math Library	Music Library
Frequently used	70(24%)	7(3%)	6(2%)
Seldom used	167(58%)	27(10%)	19(7%)
Never used	50(17%)	227(87%)	233(90%)
No Answer	8	34	37

If you have called upon reference assistance, how considerate was the treatment you received?

Very considerate 99(41%) Considerate 127(52%) Undecided 12(5%)

Inconsiderate 5(2%) Very inconsiderate 0 No Answer 52

If you have called upon reference assistance, how helpful was the assistance you received?

Very helpful 79(33%) Helpful 138(57%) Undecided 14(6%)

Not helpful 12(5%) Very much not helpful 0 No Answer = 52

I. Circulation and Reserve Assistance (e.g. checking out general collection books, checking out reserve books, recalling books checked out, etc.)

	Roy O. West Library	Science & Math Library	Music Library
Frequently used	134(47%)	9(4%)	4(2%)
Seldom used	124(44%)	36(14%)	23(9%)
Never used	27(9%)	209(82%)	225(89%)
No Answer	10	41	43

If you have called upon circulation and reserve assistance, how considerate was the treatment you received?

Very considerate 59(23%) Considerate 168(64%) Undecided 28(11%)

Inconsiderate 6(2%) Very inconsiderate 1(0+%) No Answer = 33

If you have called upon circulation and reserve assistance, how effective was the assistance you received?

Very efficient 43(17%) Efficient 157(61%) Undecided 48(19%)

Inefficient 11(4%) Very inefficient 0 No Answer = 36

40. How do you rate your ability to make use of the resources of the DePauw University libraries for term papers, reports, research papers, or similar assignments in your discipline?

Excellent 41(14%) Good 161(56%) Fair 67(23%) Poor 15(5%)

Don't Know 4(1%) No Answer = 7

41. Up to this point my undergraduate education has given me all the preparation I need for locating and using information from the DePauw University libraries.

SA 41(14%) A 122(42%) U 59(20%) DA 53(18%) SDA 13(5%)

No Answer = 7

42. Optimum use of the college library as a learning tool depends on the following conditions. Please rank each of the following three conditions in order of importance in your opinion (1=most important, etc.)

a. The maintenance of collections which are adequate in size and scope to support independent study and investigation.

First Choice 224(78%) Second Choice 49(17%) Third Choice 14(5%)

No Answer = 8

b. Faculty presentations of a kind which inspire students to use the resources of the library intensively.

First Choice 30(11%) Second Choice 94(33%) Third Choice 161(56%)

No Answer = 10

c. Library instruction which will enable students to use the library.

First Choice 38(13%) Second Choice 141(49%) Third Choice 109(38%)

No Answer = 7

The DePauw University libraries are not only responsible for the acquisition and maintenace of recorded information, but they are also responsible for insuring that this information remains available for all to use. Your assistance will be greatly appreciated in answering the following questions as honestly as possible.

43. Have you ever "borrowed" a book or item from the DePauw University libraries without checking it out?

Yes 64(22%) No 227(78%) No Answer = 4

If YES, did you return it? Yes 58(84%) No 11(16%) No Answer = 226

44. Have you ever removed pages from a book or other library item from the DePauw University libraries?

Yes 7(2%) No 285(98%) No Answer = 3

45. How serious a problem do you consider theft and mutiliation of DePauw University library items to be?

Very serious 58(20%) Serious 101(35%) Undecided 94(33%)

Not serious 31(11%) No problem at all 2(1%) No Answer = 9

46. What is your current grade point average? 3.07 with range from 2.00 to 3.96

No Answer = 34

STUDENT LIBRARY SURVEY COMMENTS

FALL 1980

Need we talk about the noise level in the library, with sound reaching environmental protection highs one finds it very inconvenient to study. To approach this problem different; areas should be labeled to exemplify the extent of studying (QUIET, VERY QUIET and etc.) With this idea more work can be tolerated by the student who goes to that section. Weekends are good because lack of people in the library.

The library aides help the student tremendously. Quite often they end up doing most of your research. A course on research should be offered our freshmen year here at DePauw.
I compliment the efficiency of the staff for their work and their help.

The resource materials are inadequate and badly outdated. I don't feel I should have to travel to other libraries to acquire resources and material. The library also needs more specific encyclopedias and dictionaries, i.e. psychology. A student shouldn't have to spend most of his time looking for sources.

The librarians help quite a bit as much as they can. Their help is needed and appreciated by many.

The library is not a place for socializing. When I go there I don't want to compete with others on hearing them carry on a conversation and me trying to hear myself think. I go there to study in silence.

The main staff is quite considerate and helpful. The student help, however, leaves something to be desired. They are frequently inconsiderate. It makes you want to get out of there as soon as possible.

I sometimes find the library does not have materials I need for my anthropology courses. The books that are available are not adequate. Most of the material is out of date and of little value to my studies. Most of them were printed between 150 years to 15 years ago. A lot has changed in this field since then. We need new books badly!

I don't go to the library a lot, but I find that when I study by myself I can get a lot done. Its' a good environment.

I don't have a whole lot to say about the library, but what I have to say is good.

The format of the library could be changed. I'm referring to the periodicals on third floor being moved or just put a copy machine up there.

I usually study at my living unit.

If a person has managed to make it into college - I surely hope he already knows how to use it (library) when he gets here.

I have never really needed the libraries for extensive study. The term papers I've done I found adequate information in the libraries. Of course not all of the sources I like were available to me. I personally have chosen not to study in the library this year. Due mostly to the fact I'm unable to get comfortable and avoid distractions. I do find the 2 by 4's (carrels) of value. But, who can sit in those for long?!

Excellent research - major problem is that too many articles are outdated and need to desperately be revised! Not all articles are available causing us to go to IU (Too-time consuming).

I do most of my studying at the house - so the library is not one of my important places. I sometimes do study there but not for any real reason.

With the types of classes I have taken, I have rarely had to look up information or use the reference section. However, I did have one class in history in which we used the reserve section. However, for students doing research on certain topics, it was more difficult to find the information if they didn't know it was in the reserve section.

When I ask for assistance, it is generally not in association with where to look for references. But they generally knew where things were - just not the specifics.

I really believe that the resources are not as extensive and up-to-date as it could be. If I had needed a thorough paper written, I would probably have had to go elsewhere. However, sex in the halls really brightens the atmosphere.

The resources are not good. Most of the books are old and outdated. It makes me mad that students have to spend time traveling and gas money to go to other libraries just so they can fulfill an assignment. If DePauw is suppose to have a good academic reputation, the first thing they should do is upgrade their library!!!!

You should be able to check out records or tapes over night in the Music Library if that record or tape was not in big demand at the time or on reserve.

Extremely poor and limited sources

No books to browse through

The lack of current books and journals is a big problem. It is expensive, time-consuming and inconvenient to travel to other university libraries, and it shouldn't be necessary.

The library has limited value for research because it doesn't have enough resource material.

Most of the materials I need are usually at the Reserve Desk.

Some periodicals in Roy are often missing, especially the more popular ones.

Many of the books found in the libraries, especially Roy O. West are obsolete and SHOULD BE UPDATED. Obsolete books are no good for papers concerning present day events.

I visit the library mostly when I need a place to study that is nice and quiet.

The libraries are OK for a school the size of DePauw, but many of the books are out of date and serve no purpose. I, as a student assistant at Roy O. West Library don't think that the library is a place to study. Too much noise especially on the 1st floor and too many old books. Collections should be expanded and for certain collections more material on "the other side of the issue" should be added. Apart from this, everything else is "A OK!"

My studies so far have given me little reason to go to the library. My room is the perfect study area for me.

Roy O. West library has a tendency to become too noisy (especially the 1st floor areas).

It is difficult to find resources in my major area of concentration.

Possibly a more positive attitude could be generated if everyone was familar with the facilities. For example some professors don't even know that there is a smoking room. This generates a bad feeling to the students.

Roy O. West needs a larger collection of up-dated resource materials.

I don't study in the library, only at home or in my lab at night. Too many people and books distract me.

(I would go to the library more often if:) I enjoy reading so much, if I don't get my work done and get out, I'll browse all night. It's not a matter of getting me there, it's a matter of getting out.

I use it (library) mostly just to study but it has been getting too loud in there. Wish the quiet rule could be enforced.

Resources could be more extensive so that people wouldn't always need to go to IU.

I am an art major and haven't really needed to use the library for research work, only to look up artists.

The people who you hire to sit at the desk to check people's books to make sure they aren't stealing -should check more carefully. They never check me (hardly) I wouldn't get offended or anything if they did. That would lessen the problem of "borrowed" books.

I prefer to find alternate study areas and use the library solely for research.

More recent information is needed - even things within the last year

I tend to use the library at off hours (i.e. lunch time) and have difficulty finding a librarian - when I do she says I need someone else who is at lunch. This probably can't be helped.

Generally the student's opinions are higher in regards to the specialty libraries - i.e. science library - Don't know about music library.

(My undergraduate education has given me all the preparation I need for locating and using information) It was available but I didn't have time to take advantage of it - Maybe incorporate more of it into Freshman English.

I am very impressed that this went to OIT students also - all too often they are forgotten - Thank you!

Journals always come late, especially overseas journals. Some schools manage to have the latest on hand. Not that there are even that many foreign journals and newspapers in Roy O. West.

I once had a list of 12 books I needed for a research paper. Not one was available in Roy O. West library. A small liberal arts college - what else could one expect.

No problem with library personnel.

I have found the reference librarians particularly helpful when I am having difficulty finding information.

Often times Roy West does not have the books which I find as possible resources for research papers.

Variety of periodicals is exceptionally good.

I have little time to use the library for reasons other than class assignments, therefore if professors required more library use I might be forced to learn more about it.

I find the library staff (reference) most helpful, periodical selections quite good and the lecture in freshman English on library sources and pathfinding of great value.

The following are areas in which I would like to see improvements:
1) Smoking areas with drink machines on each floor so that I can study for a long period of time (and be comfortable).
2) Expanding the book collections in many areas (contemporary methods books in the education area, children's literature). Often times the selections offer general information but the more specific or unusual data, information I am looking for, the less likely I am to find books dealing with it.
3) Psychology periodicals should be in Roy West not the Psy. dept. If a large amount of reading is required it is awkward and distracting to have to read in the Psy. dept's office.

Too bad that there is not a way to curtail the "visiting" which occurs on second and third floors!

Sometimes I think the library is competing with the hub. The library is a very important place for me to study. The library seems to lack whatever I need, having everything else. The librarians are alot of help. Everyone should learn to use the library and I think this should be forced on all students.

Found it frustrating not to be able to do research in the main library on Sat. nights. Thanks for all the enlarged list of nursing periodicals.

I use the library frequently to do research but usually cannot find what I need and consequently I must go to I.U. I find the Psych material very inadequate, the books are entirely outdated. The atmosphere is too social.

I find very little or no information on things I am researching.

It is very important that the library is a place to do research, however, the library has very few materials in which to do so, alot are also missing.

Resources not totally adequate--research at IU imperative.

It stinks when they (library help) misplace a book you borrowed and returned and they have you search the shelves when they're the ones who messed up in the first place.

I like the library. I think it could be improved if more explanation was given on how to know your way around and where to find what. I also think it would be ideal to add some extra study quiet areas. I also like the policy of being able to renew books since some libraries won't allow it.

You have great classical material because no one steals the books, but research material seems to be skimpy because of theft, etc.

Many times one of the copy machines is not working properly and copying congestion results.

The library is rapidly becoming a social club. It wouldn't be so bad if people studied--but it's a gossip center.

Good Service. I don't think the library should be used for meeting and visiting with friends.

Many of the books for general information seem to be outdated (1920's-1930's). Many journals needed for research are not in the library, therefore, many possible good resources are passed up since I'm sometimes too lazy or busy to go somewhere else to get them.

Many times it seems only one librarian is at the reference desk, but they are usually already busy helping someone.

Some librarians are very helpful and friendly. Others are disinterested and not very helpful.

Need the bounding of periodicals sped up. Patricia is extremely helpful to students.

I'm sure the library is a great place for academic students to study on weekends, but I must answer the negative because as a music student I use practice rooms and for study I prefer a place without other people in the room.

Generally DePauw is a little backward and inadequate. I realize the financial problem and size of the school, so I don't complain, but you're asking.

I would use the library more often if I knew more about it. The books are so old.

I've only had one occasion to do a research paper at the library and I was unable to find adequate and up-tp-date material on the subject matter.

Not enough psychology references.

Get all the Greeks out of the library when I want to study. I'm sick and tired of the soap-opera atmosphere and I'm not going to take it any more.

The music literature available needs enlarged.

It would be more convenient if the main library remained open during Saturday evenings.

It's great that you offer services to other libraries.

As a freshman the intro to the library was extremely helpful. Hope you still do it.

Mrs. Bean is great in the Music Library.

Magazines and periodicals are almost useless because they are torn up and out of place.

I do believe that your staff works hard to make our library a good one, but I feel that we need carpeting for quiet, more money for more books, etc., and an electronic system to prevent the stealing of items.

The periodicals are not located in any one place and running all over campus does not add to the efficiency of that section.

Organization is the only strong point for Roy O. West. Things are easily found, if they exist.

The population of DePauw is too ignorant of what a library can be to realize the flaws in the DePauw libraries.

Because I think the library is a very important place to do research, I hope the library staff pays special attention to upgrading the resources for research work.

I believe it is time for the library staff to find new ways of trying to become aware of possible shortcomings in the library. Thusly, I think this survey is a good idea. I hope an adequate amount of helpful information is obtained from the survey.

The library lacks most in "depth"; that is, having a wide variety of books under a certain topic. Many of the books are older, but this is not bad.

The personnel of the library is good, and the talk in history class by the librarian was OK. What the library needs is a wider variety of books--perhaps more in line with an average public library. I would use the library a lot more if this were the case.

I feel all or most Freshman English classes should take a day or two to go through the library, and be quizzed on it. Our English class did and it helped me greatly. The research for a paper goes smoothly if you know all the parts of the library.

The librarians are one of the biggest assets of the library.

I don't feel the Government Documents get used much. It may be easier for a much larger library to hold on to them. The documents may dissappear more quickly in a large library though. Considering that they take up most of third floor, we should see how extensively they're being used and get rid of some of the older documents. I'm sure you could use the space for more books, or possibly more study area, though I don't feel there is a lack of study space.

I think the hours are pretty good and that is important. You can significantly cut staff on odd hours, i.e. fall break.

I often find periodicals missing and stolen. This of course, is no direct fault of the library. Maybe a little tighter security. Also I find the books pretty numerous on my topics but many out dated ones.

An overall comment on the atmosphere of the library which is one of my major concerns. Be conscious of the temperature. Most important is the noise level.

I think there is a need for more study rooms so that small groups can discuss assignments.

Poor selection of books on psychology.

The only problem with reserve desk is occasional short on personnel.

The major problem with Roy O. is the noise. The large rooms on 2nd floor are quiet but they are usually already taken. The most difficult resource to find at DePauw is a quiet place to study. Resource materials at Roy O. are pretty good considering the small size of the school and the limited space and budget.

I think the heat should be turned down some. It is hard to study when you feel hot. I also think certain parts of the library should have stricter enforcement of quietness, especially the after hours room.

Very limited supply of journal articles--I often have to go to ISU or IU to get the materials.

Many books I need for research papers cannot be found in the library.

First floor too social.

Need longer hours. Sometimes I might be downstairs and need a book which is upstairs after the upstairs is closed.

The library is more of a social area, than study. There definitely must be enforcement of quiet hours.

The coke machine and copy machine are very convenient to have at the library.

One problem I see is that the personnel of the library talk fairly loud when helping a student. I realize this is hard to change. The help at the library is very good.

I like the after hours room and use it frequently to study.

It is important to be able to research here, without having to go to IU's library every week. However, research here is a futile attempt and a waste of time and effort.

I never study in the library because of too much noise.

A coffee machine would be nice.

The reference librarians are fantastic.

Roy O. West is a big social hall. Carpeting in the after hours room would greatly help, but shutting people up would help more.

More quiet areas for study needed.

More group study rooms needed.

As an underclassman I found it fairly easy to find most of the materials I needed for research assignments, but when I got into upper level classes (junior year and this year) I find it often necessary to travel to a "BIG 10" library.

I have to go to IU to find books which are never available at Roy O. Perhaps you could get some books that are published after 1945.

All I can say is that primary source material is lacking. Seniors especially have difficulty and the faculty know that the library is perhaps the most neglected aspect of our campus. I think the staff of the library is quite good but maybe they don't get the money they need to keep Roy O. up dated.

How about putting issues of The Christian Science Monitor on microfilm.

DePauw's resources in fine arts, painting, sculpture, are extremely limited and outdated. More books and catalogues concerning fine art are needed. At the present, I continually must search for materials in Bloomington and Indianapolis.

The reference section and indexes are great except we don't have the materials and circulations to back them up.

I feel the library appears unorganized merely because the majority of students have not been introduced to the library technique, and unless forced to do so (in a class), will not take the time.

The copy machine is most beneficial.

The library is very organized but materials are not always available.

The librarians are very cooperative and friendly.

Roy O. West Library is a fine facility. Some criticisms are: 1. enclose the microfilm room. 2. Microfilm many more newspapers & magazines. 3. Have a university goal to upgrade the library.

There are always magazines that aren't available. It's a real hassle going from 1st to 3rd floor all the time to locate magazines.

Too few books outside of Economics and Political Science.

I think there should be a floor designated for those who want to talk or whisper while studying. Other floors should be only for those who need to read or study by themselves. Maybe more quiet signs would help.

I always have problems finding magazines, documents, and various other materials due to unavailability--need to update magazines, and subscribe to more magazines.

I find the librarians very helpful and they seem quite knowledgeable

Research papers are impossible to do in the DePauw Library unless the topic is old.

Need more weekend hours and more quiet areas for study.

I spend hours of research and find that about 3/4 of the materials are either stolen or not available. It is a shame that a school the caliber of DePauw has such an inadequate library. The amount of stealing going on is astounding. I think the DePauw Library is one of DePauw's biggest downfall.

The library is so noisy, I'd rather study in the Hub--they're about the same noise level.

I think the operation and personnel of the library are excellent. The main problems for me stem from noise and distraction.

The study carrels are essential for my study.

Roy O. West Library needs to add to and update its collection of books and resource material.

I wish there was some way to have more carrels, but I realize that's difficult.

Perhaps if the faculty wasn't so negative, students wouldn't be.

I still haven't figured out how the books are organized along the wall there. (Reference Area)

Roy O. has the resources - too many people expect research to be too easy! It takes effort.

I feel that some of the students working should be more informed than they are.

We need more books on current affairs and problems.

I think we could use more books. Often I have tried to research for papers and couldn't find enough information (communications)

Hard time locating materials needed.

I really think all the staff are excellant. They never mind helping.

The library is especially needed at night and on weekends when living units tend to be noisy and not conducive to studying!

It is difficult to state the usefulness of the library resources because I haven't encountered a large research topic thus far. I assume when seminar projects come up, I'll find a need to go elsewhere -size may be a limiting factor.

The soda machines are essential to late night studying, or for missing lunch or dinner due to exams. This should be obvious from the amount you sell!

The librarians are quite helpful. I appreciate their friendliness and continued encouragement to ask for assistance.

Personally, I concentrate better when comfortable and relaxed. A less "stiff" environment would help.

The most helpful aspect of the libraries is the personnel and their attitudes toward helping students. Obviously the size of Roy O. will limit its content, but the resources available are adequate for basic research up to senior level. As stated previously, I think a more comfortable atmosphere would draw out more students that tend to stay home. The late hours are great, smoking rooms are a necessity and well located, the 1st floor gets noisy at times but that can hardly be contained. All in all the library system functions efficiently.

I would like to see more fiction books - such as current best sellers and series of contemporary authors.

I am confused as to why certain magazines are kept in different areas such as the psychology department. This makes for a terrible inconvenience!

I have only had difficulty with the librarians at the reserve desk.

There needs to be more periodicals and perhaps a larger room to contain them.

The Roy O. West Library seems to be drawing a larger crowd this semester and often times it is difficult to find a study area.

There seemed to be some difficulty at the beginning of the year locating books and the confusion of the librarian. (mainly students)

I think it would be very valuable for all students to have some sort of instruction.

I see a definite need to expand the library. Perhaps in the near future we could put the card catalogue on microfilm. This would give us more room by moving the reference books over in that area and thus cutting down on the noise that is inevitable in that area. Carpeting the remainder of the first floor would be a plus.

I would like to see the library have a "best seller" shelf for current, popular books.

I would use it more at night if it wasn't so social.

Our libraries are totally inadequate!!! For the amount we pay each semester (and I pay a portion) the research facilities and amount of space for study is terrible!!!

I go to the library less and less because of the noise level (at Roy O.) and the Math and Science is always packed. Each pencil dropping is a distraction as is the perpetual "scoping" and chatting. I need not go on....

I don't mean to be negative but I want improvement; it's not the staff, it's the facilities.

Good personnel

The one thing I really like about our library is that we are allowed food and drink -- provides for a more comfortable situation to study in.

The resources for P.E. majors are limited and very few are up to date. Even in the department library, books and magazines are limited.

I have yet to find the fiction section - books, novels that are on the best seller list.

It seems that the present pleasure reading material (i.e. best sellers) is far too limited and too censored.

I never understood how to find the film (Microform Area) I need or how to use the machine, so I avoid it.

You need to broaden the research aspect of Roy O. because many students feel that your resource materials are inadequate and they don't bother to come.

Noise level throughout the library is too much. The librarians in my opinion, should monitor the first floor thus discouraging the unnecessary social element. I see the library as a resource for increasing ones learning, not making dates . This is a major problem!

The librarians tend to speak above a tone necessary to relay information. I believe a whisper is all that's needed. I personally don't care about someone elses research problems.

Library is a place to research, not study.

Magazines ought to come to and remain in Roy O., instead of being distributed to respective departments.

I have a class at the library, and other than that, I use the library about 4 times a semester.

I feel that the library is well stocked but I also believe that the money could be used more wisely elsewhere.

The librarians are adequate.

Basically, I would only use the library if I had to. (I can study at home).

I would like to repeat my opinion on the library. I feel it can be useful, and it is adequate, but I don't think any more money should go into the library. New carpet won't make me go there more often and I doubt if it raises anyone's grade point!!

The library serves as (1) a source of information (2) a place where quiet is guaranteed - so I can get some work done.

The library's sources - especially for economics, are badly dated. The periodicals do not represent the total of the student body (i.e. who cares about musical journals, etc.)

I need a quiet place to study and concentrate - the library meets these requirements.

DePauw lacks alot of up to date material that would make my papers much more informative. Also the quantity is lacking as well. I have trouble finding many books on a certain subject. I think the DePauw library is capable of alot better material.

Research material is terrible at this library ... all books are too old.

I generally use the library to do hard-core studying.

I think the DePauw library is very inadequate in comparison with other schools our size. I would like to see great improvement in the library. There should be more funds pointed in the libraries direction.

I think the library is much too loud during mid-terms and finals.

I think the DePauw Library is the weakest part of the University. Its not much better than my high school library was. We need more modern facilities. For the tuition we pay to attend DePauw I think the conditions and academic facilities of the library are highly inadequate!!

The library is used primarily for a research center. I normally study else where.

A lot of the resources need to be updated.

I generally use the library as a place to study in the afternoon and before exams.

For my uses, the library is fine - but I know many people who have to do a lot of research (i.e. econ. seminar students) who feel the library is very lacking.

As I stated earlier, I don't go to the library all that much. With the classes I've taken here, I haven't had to do much research either. However, if what I've heard from others is true, I hope that by my junior and senior years, when I will do extensive research, that some improvements will be made.

I generally don't have time to read for pleasure during the semesters and I only visit with friends if I run into them.

The library has a good collection, but there are many things it lacks that are important for thorough research. In doing research for psy. seminar there were many journals I would have liked to be able to have gotten, but had to go to Bloomington (I.U.) to get.

When there is no one at the desk (Reserve) it is rather inconvenient to have to find someone to come and assist you.

Needs to expand and update book collection - Too many books are outdated.

I feel that the library needs to stay open more on weekends for research purposes.

Space is important and individual study carrels are good for most students.

I feel that the DePauw library is inadequate in a sense for research. However, it is adequate in a sense.

The library should be open all weekend since this is the best time for many people to do research.

1st floor too noisy
3rd floor too hot
improvements for after hours room sound great

The periodicals should be on the shelves in the proper place, when not in use, to allow better access.

DePauw University libraries usually contain the materials I need for my assignments. However, I sometimes find it necessary to use other libraries for specialized topics or for other materials missing from the DePauw collection.

The library especially the after hours room is a social place - it makes it very difficult for those who want to study.

I must admit I'm not real happy with the library resources at DePauw, especially at Roy O. West. For a university library, it is quite inadequate. It had better be the next building to be replaced, or else this school has its priorities in the wrong place.

As a science major, I do papers on subjects related to science (usually). The books in the library are rarely updated in the science field. Many subjects in the sciences (computers especially) change drastically every year, so the books in those subjects should be changed every year, and probably every semester.
On one paper I could find no book or research material (except a page in the encyclopedia) newer than 1970. I had to go to IU and Indpls for all my materials! That is unexcusable.

Sometimes, that is often, the person isn't there from about 12 - 1 at the reserve desk.

I do the vast majority of my studying at the library (Roy O.) and it is perfect for me as a place of study.

The most bothersome aspect of the library is the noise level. In my opinion, the library is not a place for socializing. I say this with hesitation because I too talk with friends, however, I think that if possible socializing should be limited to certain areas such as the 1st floor, smoking rooms, and study rooms.

I use Roy O. West as a study place when it is too noisy at my living unit. It is also a good place (convenient) to meet for work on group or research projects.

The individual study carrels are nice, but there aren't enough of them -- either they are claimed for the semester or they are all gone by 6:30. As I don't go to the library that early I often must use a large table, which is distracting. I would like to see more study carrels.

As a psych. major I have often had to go to I.U. for research material. Also I never seem to be able to find material myself - I always need help.

For the "Harvard of the Midwest" our libraries seem to be severely lacking in research resources.

Many students and even employees in the library often lack courtesy and talk openly on the upper floors at Roy O. West. There's no excuse or reason for this!!

The library should be kept open more hours on weekends!

Too many people use the library as a social meeting place!

The reserve assistants don't seem to know what is on reserve or where to find what is being looked for.

We need more research materials.

I honestly never use the library because it's too quiet and I'm not comfortable there. I study in front of the TV on the floor.

I have never gone to the library to socialize on 1st floor like many people do. The times I go I really concentrate and get work done - otherwise I rarely go.

Feel library is not that well organized
I have never had to go off-campus for research materials.

The students should have the privilege of having a soft drink with them when they study. Most students seem to be pretty careful about this anyway.

Reference assistance,when there, always is good. Circulation desk students and ladies are not the most helpful or pleasant to be around.

I hope the freshmen get a lecture on what the library is for (i.e. not to find house dance dates).

On week nights the library gets very crowded. Its hard to find quiet space in either Roy O. West or Math & Sci library.

I use the library primarily for a place to study. I haven't had to use the library very often for research. Students that do require alot of research material have found the library many times inadequate.

I feel that the best way to improve our library is to replenish the supply of books annually in order to keep up with important sources. Often I have searched for many important books only to find that we don't have them. This is frustrating.

The library is the most important and basically the only place to go at DePauw to do research. The only problem is the inadequate supply of needed materials.

There should be a place set aside for people to socialize and take breaks because on the whole it is much too noisy!

I think you should be able to reserve the group study rooms in advance. Even better, it would be nice if a few more rooms could be opened up for that purpose.

A section should be petitioned off (by floor, bookcases) as an absolute silence area.

Just by the fact you had "visiting with friends" as one of the alternative uses or reasons for going to the library, is a good indication that there's a problem. Therefore, I don't think this survey was necessary to point out the problem but now that it's realized, will anything be done?

The library is unbelievably noisy. This includes the librarians. This seems to be paradoxical to the intent of library function. Not to mention short library hours on weekends, which is a most crucial studying time, especially when dealing with papers, I find the priority of this university, in general, to be social, not intellectual. This is (sadly) reflected by the Roy O. West.

I study on the fire exit stairs, since they are always available and, mostly, because I can't hear anyone talking. I enjoy using the group study room, but rarely is it unoccupied. Individual study carrels are claustrophobic.

As far as obtaining materials goes, I always find the librarians very helpful in assisting me with research materials. I have no gripes with the reserve section. As for checking out books, I can rarely find the book I want. I've checked with circulation and they simply aren't on the shelves.

I enjoy the soda pop option, although I don't feel it's a necessity.

MY MAJOR LIBRARY GRIPE IS: NOISE!

Good librarian assistance though sometimes unavailable. My one grip -- on occasion I hear the librarians talking over the students (social).

If there was less noise, I could concentrate more in the hours provided. Hours should be lengthened on Saturdays (til 9, at least) and Sundays (be open at 9:00 a.m.).

Many students complain about library materials, (lack of) but they go there for the talk - option. My negative attitude involves the talk option. I think the teachers attitude is a combination of the lack of materials and abundance of chatter.

If materials are available, research is more inspiring to the student.

Research is very hard to do at Roy O. West with the limited resources on hand.

I used the library every time I studied last year - but this year I have a great place to study in my living unit - so I do not use it as often.

Often there are no vacancies on 2nd and 3rd floors, which are what I consider the quiet ones.

I would rather study at my living unit - the atmosphere here is good.

I think the personnel is great! I think we definitely need carpeting. We need more magazines. I would like to see the library open Sunday mornings. Also, I have been told that the record players don't work.

I have always found the sources needed for research papers, etc., but I know that if I were to narrow a topic, it would be difficult to research.

I have never opened a book and found pages missing, but I'm sure it goes on.

I don't like to study at the library. It is too much a social gathering place.

I would use the group study rooms more often if they were free!
I love to use the individual study rooms, fantastic for concentration!

need some more magazines (Good Housekeeping, etc - also very useable for research)

The only problems I've come across in researching in the library is in Readers' Guide - finding articles but we don't have the magazines or journals to use and I don't think running to Greencastle Library , I.U. or I.S.U. should be necessary for that but - of course I.U. is going to have more indepth materials for seminars and etc.

If the library doesn't contain the information you need, it matters little if you know how to use the library.

I think that the library needs current periodicals for research papers. In addition the library needs a larger collection of periodicals.

As a place to study, each library is fine.

(Roy O. West) As a place for research and independent projects, the volumes available are outdated, mutiliated, or simply lacking in necessary usable material.
If the library consisted of more current items, it would be greatly improved.

The library is not kept as up to date as it should be.

Although I usually have had no problems finding materials I did need to go to I.U. once for material. Also I have not had seminar yet and apparently I will need to go to I.U. for more material.
Also why is socialism under sociology in the organizational Library of Congress guide?

The reserve desk has a strange policy of not telling you who has the book or material out - esp. for a small class - it is a good idea to tell them in case they might need it in a more critical case.

My experience with the library has been mainly for study purposes rather than research.

The librarians are very helpful and I'm usually successful finding what I need with their assistance.

I wish the individual study booths were open longer in the night.

I have a positive attitude toward the library, but sometimes it seems like more of a social atmosphere than a study atmosphere.

I get a lot of my work done at Roy O. I particularly make good use out of the individual study booths. Many times, however, the booths are full. Sometimes there are people in them and sometimes people just leave their books in there while they go home for dinner or whatever. I wish these booths were more available.
Also, I think there should be coffee available at the library. Last year during finals, there was coffee and it was great.

Resources could be much better.

Possibly need more small discussion rooms. These are very good for studying.

Having open classrooms is especially nice so you can study a subject with a classmate. The Hub isn't the most conducive to real, serious type studying. Our library is definately geared for just studying. Several just browsing reading books are not "on stock", let alone magazines for light type browsing.

One improvement might be acoustical type things in the rooms. When someone leaves or walks by it truly distrubs all nearby.

Rarely is it time when I must go to other than DePauw for my research assignments. The main subject lacking in the library is the languages. A few new books on France have come in but the majority of books for research I have to get at home - either South Bend Indiana University Library or Notre Dame University Library.

The personnel has always been helpful...yet I feel I need more help than they have time to give. Possibly even work study students would help greatly.

Some students use the library as a social place yet I feel by and large the serious minded students are there. Times when I'm unmotivated to go is when it's cold in the library or dark and I'm alone.

I can't study when I'm cold as I get several times when I'm trying to study there.

Once I had not been overdue; the "help" accidentally misplaced things - I still was penalized.

I will be frank, I do NOT like the present filing and organizational system of the Roy O. West Library. It's very confusing and difficult to find books. For one paper I was writing I found two related books filed at two totally opposite ends of the library. Thank goodness to the excellent personnel who helped, we finally found the books.
I would like to see a few rooms set aside, open to studies, which are a little warmer than the cool circulating air near the carrels.
Finally I am delighted and impressed at true interest in our library system and the students.

Although my purposes for using the library do not include a place to "socialize", I am disgusted with the number of people who do.

I feel that the resources are quite limited.

I have only had about 2½ courses in my 4 years which required or encouraged library use.

Many books I need for my research projects are not in the library. Two books in particular that I recently needed were listed in the card catalogue but were no where to be found. I was forced to buy them.

I've always found someone to help me but the helpers weren't always able to truly help me.

I prefer to study in my dorm room because it is quiet and private.

Many students are discouraged because the research materials they need aren't available.

The library service refused to try to procure a book for me from another library, although it was needed for research.

I dread going to the library (Roy W.) There's too much socializing if I want to seriously study. I never know whether or not I'll be able to find any helpful informatiion for research papers. The atmosphere isn't very comfortable. I only use Roy West if I must. The music library is much more pleasant and for the most part quite quiet.

I feel that the library needs more up to date books. The present topics of today can not be researched in Roy O. West because the books are not up to date.

I think the library should again have carrels which can be reserved. (At least by the seniors if you don't have enough of them.)

The staff at the library seems very well trained to me except at night, but I realize that it is impossible to train the students, and I feel the staff is very helpful.

When using the sign-up sheet (I.U. Library) instead of asking what someone's major is, the question should be for what class or what area of study you are seeking material.

I wish a list of video tapes was more available. I don't think people realize this can be used.
I have no idea what types of movies or filmstrips are available but this is my fault.

I just find it too noisy to study in R.O.W. I prefer my room. I can study in the Math and Sci. library.

I know DPU has a great "old books collection", but their modern up keep is a little lacking.

Many books I have used need to be rebound.

I believe that faculty can initiate proper use of the library by having someone come in from the library and talk.

Is there anyway to find out who has a book which you may really need? I realize some people may "hound" other; but maybe the library staff could call or let the person know that someone needs that book. I think this could be looked into and worked out.

Preparation (locating and using information) is irrelevant because DPU library is so inadequate - no one could prepare me to use it.

Poor selection and maintenance. Selection of books is very limited. Is this due to lack of funds? If so, Why? Is this due to theft? I believe both. This is totally inadequate for a school with the supposed reputation of DPU. The reserve books - never enough copies and won't pay to make copies. Overall the library is a disgrace. Why don't (you), whoever that needs to be said to, invest some money in your facilities? We surely pay enough tuition to warrant it.

Seldom go to the library

I seldom have to do much research, but when I do, I can usually find a generous amount of material.

The few times I have checked out materials the assistants have been cooperative, I can usually find a substantial amount of materials.

Reference librarian has been a big help to me - they are always ready to assist.

I think that regular library hours should be till 11:30 p.m.

Library personnel seem pleasant.

We need more books and resources.

The reference librarians need to whisper when they're trying to help students. It's very distracting when they don't

Haven't utilized libraries much because (1) I'm a jr. transfer student (I just transferred here) and (2) I'm in Indianapolis during the week. I've tried to use it somewhat for nursing research but many AIN journals are missing. Also, isn't MCN journal supposed to be there now?

I find the Roy West library a good place to study.

If I want to do serious research, I go to I.U.

There should be more than one video machine near the reserve desk.

New books and resources for the stock at the library is more important than new carpeting.

I feel that the DePauw library - Roy O. West specifically, would GREATLY benefit from a reorganization and massive update of all kinds of reference material. Also a larger collection of periodicals. I would also like to see more quiet, private areas to study in (and more comfortable). If this were so, I have NO doubt that I would make much greater use of the library.

I like a place where I can study alone without interruption. I also need a large table area to work on.

It's nice that study carrels are open to all this year!

The Math and Science library needs another copy machine.

More technical information is needed badly - periodicals especially.

(library personnel) The knowledge of what is/isn't available at the DePauw libraries is excellent! These people even know where in Indiana to go to get items not available here.

I've never used the music library because (1) I've never been 'introduced' to it and have no idea how to use it. (2) I wouldn't feel comfortable there - too much of a clique there.

If you don't know how to use the library it doesn't matter if there is 2 or 2 million books! The scope needs expansion badly.

This library needs to establish inter library loans with I.U. and Purdue. Out of state students have a hard time going to these places and then checking out books. Why isn't there a catalog of books and periodicals for these two libraries at DPU? Other schools have inter library loan and cross references.

Library education needs to be expanded beyond the lecture in freshman composition class. It took 2 years of bugging library personnel to get a good grasp of the library's resources.

Why can't books be checked out for more than 2 weeks? Why not all semester. I'm always "buying" books through fines cause I need them for long periods of time for term and research projects. Remembering to renew them is impossible. I don't want to monopolize book usuage, however, the books need to be more convenient to use.

In my experience in doing papers and/or projects, the library has had (in most cases) less than ½ of the resources I seek. And, most books on relevant topics are seriously outdated.

Students' personal motivation when presented with a good collection is far more beneficial than any "how to use the library" presentation. They are boring.

The chairs and desks are in horrible condition, and there are not enough of them in some areas.

The pop machines need to be filled more often and kept in working order.

Too many older books - recent stuff is hard to find

You need a chart explaining various sections of the library!

I'm not sure how professors feel about the library, but they may realize the library's inadequate materials on certain subjects. They may feel negatively toward the library because of this fact.

I haven't had too many opportunities to use the library for research, but when I have, I felt I had to make due with the information available. The information, however, was very outdated. I feel the most serious problem for the library is the inadequacy of current materials.

The selection of journals in Roy O. is horrid!

I refuse to study in Roy O. anymore. I can go to the Hub to talk and laugh with friends.

I like to study in the Science and Math Center library at night but it closes so early. And, the time it opens on Saturday morning is terrible.

I've found that the librarians are very nice and helpful.

The third floor is excellent for a person to study and offers a great deal of quiet uncramped space. It also is a good place for people to grasp ideas and concepts while writing papers - too bad the whole library isn't this way.

I study there only on weekends - in the evenings as a last resort.

The personnel is fine. I have access to whatever resources I need. The problem is that the library is far too noisy. I never use the library to study in except as a last resort. You need to designate a room to take breaks in. Everywhere else should be quiet. If the place had good places to study and was quiet I would use it. As it is I don't think I could get anything done there.

If I really have to get some studying done, I go to the Science and Math library, but for research I go to Roy O.

Sometimes I feel that I really need a soft drink to keep me going.

I wish that Roy O. had more periodicals. Last time I did a paper, I needed back issues of "People" and "Rolling Stone".

Reserve assistance needs better organization and retrieval.

The library is sometimes used too much as a social center and the noise is sometimes disturbing.

The book collection should, if possible, be expanded.

It would be nice to have a coffee machine for late night studying.

More study areas which are quiet.

Many use the library as a social gathering place. Its hard to study there for that reason.

Library has poor selection. Have never been able to do a complete research project there.

The library needs to focus its attention on: (1)updating the books, (2) to get material that is adequate for seminar classes, nursing papers, etc. (3) carpet the entire library!!! for noise reduction!! (a big factor - that would be a huge plus for the library).

I would even suggest that the hours be extended for the Math and Science library, as this is a exceptionally good place for serious studying.

I have not needed to use the library for research more than two occasions. Therefore, I cannot really evaluate the collection. However, I am aware that many people have trouble finding enough/or the right material.

I think DePauw has a good library system. However, we do need a more current and comprehensive collection.

I often find the material I need is not at DePauw (especially periodicals).

The libraries need more updated materials.

I have often needed things not available at DePauw but have always had help locating and getting copies of things from other libraries.

I am a DePauw nursing student in Indy. When on campus I went to Roy O. when I needed to do research. For a quiet place to study I went to SAM. I've been to Roy O. once this year.

I can't tell you how much I appreciate being able to have coffee or a "coke" with me. This way I don't have to interrupt my studying too long to take a break.

My current courses entail many readings from Nursing Journals which were not carried at all in Greencastle. Being able to read assignments in Greencastle allows for better communication on the ENTIRE campus!

(There are times I need to ask for help in the library...) usually busy with other students

I feel neutral i.e. the library seems to do its job. I'm sure there's room for improvement -- and I like the new ideas. Keep working on it!!

The library seriously needs better materials - and more of them!

One problem as I see it, is that there are only enough books on a subject for one person to use. This has happened to me twice in the last week! Please broaden the spectrum!

The main problem with DePauw's library is that for the size of the population of DePauw - we just do not have enough materials! I continuously have to travel to other schools to find materials to use. Wabash College has a much more efficient library and it has less than half the population.

I am hampered in my major by the fact that many of the materials I need are not located in the central library but rather are in Dickey Library in Harrison Hall. This limits the use of valuable materials to the few hours of the day when a professor may be found to unlock the library door. No evening or weekend hours are possible for use of these materials and that's when they are needed most.

The theft problem is outrageous. Nothing is more bothersome than seeking out a source for a paper only to discover that the book you need most has been stolen! (Or the magazine article has been ripped out.) With respect to books I'm almost convinced that the only solution is a system of marking the books with the metalic detectors used at larger schools.

I find limited hours on weekends at the music library inconvenient and although I don't study constantly on the weekend it's still not open enough.

I find it discouraging to locate an article in the Readers' Guide and then find it is nowhere to be found in Roy O.

I would like to see friendlier personnel - someone who doesn't seem so "put out" when asked.

I would like to see a strict control over socializing in the library. People should be asked to leave the library for CONTINUED DISTRUBANCES.

The Math and Science library should not close so early on Friday and Saturday evenings.

The two most important problems are the libraries lack of materials and social atmosphere.

It might be helpful if first semester students were required to complete a project which entailed using many of the different facets of the library.

Individual carrels are rarely available for those who do not have one reserved.

Hard to find material for econ seminar (upper-level classes)

I feel the after hours room is an excellent place for studying at night, especially when S&M is only open until 11:00.

I feel the operation of the libraries is efficient for the student use.

I usually do not use the library very much. I would much rather study at home.

When I have done previous term papers I have had to go to other libraries to find resources that the library does not have. I also feel the atmosphere of the library is very cold and uncomfortable.

The times that I have asked for help, they have been very willing to help me out.

I have not used the library very much, but when I have, I have been satisfied with it.

I don't feel that DePauw's library effectively serves the needs of its students. Last year, in the beginning of the semester I tried to study in the library but I found that the noise distraction and the general atmosphere was not an academic environment. I have done several reports requiring the library's resources and every time I had great difficulty in both locating and finding any information I needed. The resources were not current enough for my research. I also have checked the card catalogue for some books I was interested for pleasure reading. I couldn't find any of the books on the different topics I was interested in reading.

I have done a couple of research papers, finding the DPU library sufficient. But I was surprised to find that some of the Psychological Abstracts necessary in doing a psychological research paper were discontinued. This is unfortunate!

A main problem is the visiting that goes on in the libraries, Roy O. and Science and Math. There are not enough "private, quiet" spaces at either library that advocate studying. S & M is poorly arranged - everyone is close together - you see everyone who walks in and out and you can't help but look. The best and quietest place to study seems to be the desks on second and third floor of Roy O. along the side walls where you don't see people walking around. - Less visual distractions!

Sometimes I feel there is not enough information on the topics I pick for my research papers; and if I do find alot of material, half of the books are checked out by someone else doing a similar project.

I find the personnel to be very helpful in locating materials though I often find myself disappointed about the materials themselves.

As a place to do research you are in great need for more up-to-date books, journals and so on. This scarcity of new material, I believe, henders a student's performance on research projects.

Need to expand audio-visual services, particularly VT facilities. Dozens of shows are taped each week but few are seen by individual students in the library on their time.

Roy O. West is sadly inadequate for many types of assignments required of students.

With respect to the card catalog, there is a discrepancy in what books are or are not on open shelves. They are not all marked as such if for any reason they are being kept off open shelves.

There are two very serious problems that I think the library - and I refer specifically to Roy O. West - needs to deal with.
The first is a problem which to me is appalling and inexcusable - that of library noise. For a collegiate library at a school like DePauw, there is no reason at all for a library to be a social gathering place which is certainly what it seems to be lately.
It is dramatically worse than last year, for what reasons I am not sure. First floor (Roy O.) has always been a joke as far as studying goes, but now second and even third floors are becoming much the same way. People are often totally inconsiderate, talking in practically normal voices or very loud, raspy whispers, strolling from study carrel to study carrel on nightly social sprees. I find it often intolerable, and with a tighter schedule this year in which my available study time must be taken advantage of to the maximum, I find it often impossible to get anything accomplished. If people want to socialize, they can at least do it somewhere else in the building, and not hunched over or kneeling at somebody else's study carrel. The problem has forced me - literally - to look elsewhere for peace and quiet, and concentration - to the UB, to the Science Center Library, which is often claustrophobic. In summary, I simply think there is something drastically wrong if a student can't rely on the main library for concentrated studying, especially when there are few other alternatives.
Second, I think the check system at the library exits is still a total joke, despite supposed "improvements". My backpack is checked only about 50% of the time, and even then, I could be ripping off your entire magazine stock, one by one, and you wouldn't even know it.
I say all of this in a constructive way; I am especially perturbed about the noise problem; that is someting that is totally inexcusable. Beyond that, the check out problem is still of importance, and something which deserves serious thought. Overall, for a school of DePauw's size, the library is adequate in its stock, but not exceptional.

For highly complex subjects, (i.e. econ seminar) one must go to I.U. or Purdue.

One complaint: When library staff help someone in between stacks, they have a tendency to talk excessively loud. Often times on third floor, (around the afternoon hours) the women in those offices make it impossible to study because of this talking loud and not closing the door (a basic lack of respect!)

The school of music students are not courteous in that library.

The book I "borrowed" without checking out was a reserve book which I took to the Science Center to copy because the Roy O. copier was broken. I returned it!

As far as economics are concerned the library resources are inadequate or outdated.

Although it seems, from my answers that the DPU library is inadequate, with only 2300 students it can't be expected to be resource competitive with large universities with 40,000 students. It is sometimes adequate and especially important for studying.

I think that the academic pressure and atmosphere at DePauw makes the library an indispensible and unavoidable facility.

In my three semesters at DePauw I've only had one very short research paper to do. That was in an advanced Freshmen English course. The courses that I have taken have not lent themselves very well to research papers. I have just decided at the beginning of my sophomore year to concentrate in the English area so I believe that I will be using the library for research purposes much more in the future.

I might be a little biased in my opinion because my high school library was a smaller, but very nice facility. It was carpeted and had many individual quiet study areas and carrels. It also was very organized and neat and had quite an effective security system which involved a magnetic system. I realize that a bigger library might not be able to incorporate such a system.

I find it adequate for class work and slightly inadequate for research assignments.

They (librarians) are willing to help, but their attitude is poor and often makes you feel foolish if you don't know where something is. They have no right to because that's their job!

My specific purpose isn't to meet friends at the library, but this happens when I go there to study.

You can learn to use the library yourself if you are motivated -- I did.

Librarians talk too loud when helping students; distracts others working near by.

Need current books and subscriptions to more journals.

I very rarely study in the library because of the social atmosphere.

Although I do not use the libraries for socialization, I feel too many people do...i.e. 1st floor Roy O. West. I do not feel the selection of newspapers is that great. I also feel strongly that often the temperature (room) in the libraries are too high.

I think there are an insufficient amount of group study rooms and individual study rooms. If one wants to study seriously, I feel that the carrels have too many distracting elements surrounding them at times.

I am relatively satisfied with the librarians.

I do not think the libraries are quiet enough. Perhaps if Roy O. stayed open till 9 on Friday and Saturday and opened at 9 on Sunday.

I feel that some resources are lacking in depth i.e. magazines.

The Math and Science library is only open until 11:00. With 3 labs and 1 night class, I don't have time to get to the Math and Science library much. Also, with the two rooms reserved as they are, there's no place to have discussions.

The main objection I have is that the Math and Science library is missing one of the books in the Aldrich NMR spectra collection which is on reserve and there have been times when I would have liked to use that book.

(The libraries were open more hours.) Early Sat. evenings is a good time to get in a few hours of studying before parties!

Although a good place for "mild study", one can never ever find a true, quiet, place to sit down and think.

One can never find a carrel that is free of books or with ones name on it. Carrels should be first come first served rather than reserved. Large tables are stupid! Only two people at the most will use them!

Soft drink/food are an important source for study breaks, etc.

The library is often too loud for any use of studying. I use it out of habit and necessity. It's quieter than our house but that doesn't say much.

As for studying on weekends, Sundays are usually the day I use the library.

This past semester I have found it difficult to find poetry which paralled to my assignments. In short, maybe a larger selection might help students taking poetry in the future.

Generally, there is a limited supply of resources (especially in the Readers' Guide - there are always some magazines that are missing) and often the source that I want to use is unavailable for one reason or another.

Overall, I would say that Roy O. West library is satisfactory. However, just about every time I have to do a paper or project of any size, I encounter some minor problem. These problems usually can be overcome but, they are an unnecessary hassle. I rarely use the Science library and I have never used the Music library.

I use the Math and Science library for studying and Roy O. West for researching and socializing.

References, the library does have, are well organized. However, they do not have enough current resources. Government documents section is somewhat unorganized.

Students have a very negative attitude towards the DPU libraries which may be a bit exaggerated. However, the faculty has just the opposite attitude, they believe it is better than it really is.

Soft drinks and food are luxury for studying.

Many sources of books need updating. Most term papers seem only able to use periodicals and government docs because lack of recent books on most subjects.

The Lawyers Ed. of Supreme Court Reporter would be useful.

When using Archives, it did not have the needed information - needs better stock on now extinct old DePauw organizations.

At times they (personnel) seem to tell student what he already knows and not what he is asking. Especially in the area of government docs - if specific question. Person will go through general process of finding information, not answering the question.

It is hard to study there (library) due to cold atmosphere. Blandness of color of rooms is distracting - need warm soothing colors.

Student opinion seems negative to Roy O. West and positive toward Music library and Julian Center's library.

Many senior seminar students dislike not having a place to store their books for seminar papers, forcing them to constantly carry large amounts of books around campus. Either a separate shelf space out of the way or small cubicals would be useful.

The first floor is a social gathering center and is worthless for studying.

The work-study, check out librarians don't do their job of checking for University books going out the door. They sometimes leave too early.

What bothers me when researching a topic is the limited amount of periodicals and the fact that some magazines are at the Science and Math library and departmental offices (i.e. Psych. Today). Concerning recreational reading I recommend you purchase the Chicago Sun - Time because one Chicago paper is not adequate for DePauw (due to sheer number of people from the Chicago Metro Area) and also because it has several top-notch journalists. (i.e. Mike Royko - who is generally a favorite among college students: and Roger Simon).

I spend too much time there (library) as it is.

Personally, the library (Roy O. - which is the one I deal with most) meets my need most of the time. However, as I have already indicated, I think your periodical section needs to be expanded and something should be done to decrease the noise level.

Why are the periodicals on the 3rd floor when the reference materials and people that can help you are on the 1st floor?

Why is the library open on Saturday morning instead of Saturday night? Nobody gets up early on Saturday.

(Concerning assistance provided by DePauw librarinas) Some are very knowledgeable, others not--so it depends.

Too much socializing in libraries!

Too many desks stacked in too small of a space.

Too long of a survey - doubtful if people will take the time out to do it with any thought. Who the heck is going to read them all?!

As all psychology majors are required to do two in depth research papers during undergraduate school, I am slightly puzzled by your lack of psych. abstracts and periodicals.

The libraries are very adequate and well organized for their size. Library assistance is good. My only complaints are (1) The library is a social area: I can never find quiet there, especially in the smoking rooms, which is where I always study. This problem infuriates me so that if I were in charge, I would sanction a police force to keep quiet in the library (IU uses this method). (2) I am nocturnal and do my best studying between 10 p.m. and 3 a.m. Weekends are my best time to study. Couldn't you leave at least the after hours room open on weekends nights? (3) A zerox machine is needed in the after hours room.

APPENDIX V BOOK USE STUDY

NOTE: the following material on the Book Use Study was sent to members of the Self-Study Committee, department chairs, and others. The information below was part of the cover letter.

As part of the library self-study this year we have examined the use of a one percent random sample of the library book collection. From a previous study sponsored by the Associated Colleges of the Midwest, such a sample has found to adequately represent the use of the total book collection. Members of the self-study team are meeting with various departments to share the results and to solicit suggestions.

Attached are the following items:

1. A table showing the number of books added and periodicals subscriptions over the past ten years and the cost of periodical subscriptions per year. This should give you some idea of the trend in this library and how little we actually do acquire in relation to what is available.
2. Six pages of general information from the book use study. Books were assigned to academic departments by call number. This is not an exact match with books purchased by each department, but from a previous study I found the match to be very close for most departments.
3. Two pages of information on "Books Uncirculated by Year of Acquisition." You will note from this random sample that 23.6% of the book collection has never circulated outside the libraries.
4. Seven pages on individual departments.

Larry Hardesty
Chairman of the Library
Self-Study Team

APPENDIX: 181

DePauw University

Book Use Study

January 1981

Department	# of Books/ Percent of All Books	Average Publication Date/Standard Deviation*	Median Publication Date/Standard Deviation	Average Acquisition Date/Standard Deviation
Art	51(3.2%)	1950(20 yrs.)	1953	1962(12.4 yrs.)
Botany	14(.9%)	1949(19.1 yrs.)	1949	1957(14.6 yrs.)
Chemistry	14(.9%)	1962(15.9 yrs.)	1967	1967(9.7 yrs.)
Classical Languages	90(5.7%)	1949(28.9 yrs.)	1961	1963(11.8 yrs.)
Communication Arts & Sciences	7(.4%)	1968(4.8 yrs.)	1966	1967(5.2 yrs.)
Earth Sciences	35(2.2%)	1955 (21.3 yrs.)	1962	1963(11.9 yrs.)
Economics	118(7.4%)	1960(19.7 yrs.)	1966	1964(12.8 yrs.)
Education	51(3.2%)	1960(15.3 yrs.)	1965	1965(10.9 yrs.)
English	245(15.4%)	1951(22.5 yrs.)	1958	1960(12.5 yrs.)
German & Russian	39(2.5%)	1953(24.2 yrs.)	1963	1961(12.9 yrs.)
History	265(16.7%)	1951(23.4 yrs.)	1959	1960(13.0 yrs.)
Math	40(2.5%)	1960(12.3 yrs.)	1963	1966(10.2 yrs.)
Music	46(2.9%)	1944(14.3 yrs.)	1947	1959(14.5 yrs.)
Philosophy & Religion	144(9.1%)	1948(29.1 yrs.)	1958	1962(12.5 yrs.)
Physical Ed.	9(.6%)	1956(15.4 yrs.)	1958	1960(13.3 yrs.)
Physics	23(1.4%)	1945(25.2 yrs.)	1958	1956(11.7 yrs.)
Political Science	80(5.0%)	1954(20.8 yrs.)	1959	1960(14.5 yrs.)
Psychology	23(1.4%)	1959(15.6 yrs.)	1963	1962(13.6 yrs.)
Romance Language	83(5.2%)	1953(19.4 yrs.)	1957	1962(12.4 yrs.)
Sociology & Anthropology	60(3.8%)	1959(14.9 yrs.)	1965	1963(11.7 yrs.)
Zoology	10(.6%)	1952(17.2 yrs.)	1950	1957(14.2 yrs.)
Other	140(8.8%)	1952(21.09 yrs.)	1950	1959(12.9 yrs.)
Totals	**1587	1952(22.6 yrs.)	1960	1961(12.7 yrs.)

* Approximately 2/3 of the books with one standard deviation each way from the mean (average

** Approximately 1% random sample of DePauw University Libraries book collection January 1981 (55 books had unreadable or undeterminable circulation records)

Department	Median Acquisition Date	Average Last Circulation Date (Excluding Noncirculating Books)	Median Last Circulation Date (Excluding Noncirculating Books)	Number of Noncirculating Books
Art	1965	1976	1974	8
Botany	1961	1958	1959	5
Chemistry	1969	1973	1977	6
Classical Languages	1967	1964	1977	20
Communication Arts & Sciences	1965	1979	1980	1
Earth Sciences	1964	1975	1978	15
Economics	1967	1973	1977	25
Education	1967	1972	1976	11
English	1964	1973	1976	48
German & Russian	1966	1973	1974	12
History	1962	1973	1977	62
Math	1968	1976	1976	19
Music	1960	1975	1978	9
Philosophy & Religion	1964	1973	1976	33
Physical Education	1958	1970	1979	1
Physics	1960	1971	1976	11
Politial Science	1962	1972	1976	13
Psychology	1965	1976	1978	3
Romance Languages	1964	1971	1972	31
Sociology & Anthro.	1966	1976	1977	10
Zoology	1957	1974	1974	3
Other	1962	1973	1976	29
Totals	1964	1974	1976	375

Department	Noncirculating Books as Percent of Books Assigned to Department	Average Date of Publication of Noncirculating Books/Standard Deviation	Median Date of Publication ofNoncirculating Books
Art	15.6%	1946(27.4 yrs.)	1946
Botany	35.7%	1947(13.6 yrs.)	1949
Chemistry	42.8%	1968(7.0 yrs.)	1967
Classical Languages	22.2%	1948(37.9 yrs.)	1965
Communication Arts & Sciences	14.2%	1973--	1973
Earth Sciences	42.8%	1952(24.3 yrs.)	1964
Economics	21.2%	1959(30.1 yrs.)	1973
Education	21.5%	1965(12.6 yrs.)	1966
English	19.6%	1953(29.9 yrs.)	1964
German & Russian	30.7%	1951(30.9 yrs.)	1964
History	23.4%	1949(29.6 yrs.)	1961
Math	47.5%	1964(8.9 yrs.)	1964
Music	19.5%	1959(15.8 yrs.)	1964
Philosophy & Religion	22.9%	1945(37.3 yrs.)	1963
Physical Education	11.1%	1977--	1977--
Physics	47.8%	1941(26.4 yrs.)	1939
Political Science	16.2%	1954(35.3 yrs.)	1968
Psychology	13.0%	1973(4.7 yrs.)	1975
Romance Language	37.3%	1957(17.3 yrs.)	1958
Sociology & Anthropology	16.6%	1961(18.9 yrs.)	1969
Zoology	30.0%	1937(14.8 yrs.)	1941
Other	20.0%	1951(23.1 yrs.)	1951
Totals	23.6%	1953(27.7 yrs.)	1964

Department	Average Date of Acquisition of Noncirculating Books/Standard Deviation	Median Date of Acquisition of Noncirculating Books	# of Missing Books/ Percent of Books Assigned to Department
Art	1969(9.9 yrs.)	1971	1(1.9%)
Botany	1950(15.0 yrs.)	1955	0(0%)
Chemistry	1969(7.0 yrs.)	1968	0(0%)
Classical Languages	1971(5.8 yrs.)	1971	0(0%)
Communication Arts & Sciences	1974--	1974	1(14.3%)
Earth Sciences	1966(11.1 yrs.)	1968	2(5.7%)
Economics	1968(13.0 yrs.)	1975	2(5.7%)
Education	1970(5.8 yrs.)	1968	1(.8%)
English	1968(9.6 yrs.)	1970	3(1.2%)
German & Russian	1960(14.4 yrs.)	1967	1(2.5%)
History	1965(13.2 yrs.)	1970	9(3.4%)
Math	1969(7.8 yrs.)	1968	0(0%)
Music	1973(7.4 yrs.)	1976	0(0%)
Philosophy & Religion	1967(10.1 yrs.)	1969	5(3.5%)
Physical Education	1978--	1978--	0(0%)
Physics	1956(13.3 yrs.)	1962	1(4.3%)
Political Science	1965(17.6 yrs.)	1976	8(10%)
Psychology	1975(5.6 yrs.)	1977	2(8.7%)
Romance Languages	1967(11.3 yrs.)	1970	6(7.2%)
Sociology & Anthropology	1966(14.3 yrs.)	1971	1(1.6%)
Zoology	1948(7.5 yrs.)	1947	1(1.6%)
Other	1959(15.2 yrs.)	1964	1(.9%)
Totals	1966(12.3 yrs.)	1969	44(2.7%)

DePauw University

Book Use Study

	Date of Publication Percent	Date of Acquisition	Last Circulation Date
Pre 1850	4 (.2)		
1850-1874	15 (.9)		
1875-1899	35 (2.2)		
1900-1909	35 (2.2)		
1910-1919	41 (2.6)	2 (.1)	1 (.06)
1920-1939	82 (5.2)	1(.06)	0 (0)
1930-1939	129 (8.1)	125 (7.8)	4(.2)
1940-1949	176 (11.1)	166 (10.5)	13 (.8)
1950-1959	242 (15.2)	245 (15.4)	34 (2.1)
1960-1969	479 (30.2)	495 (31.2)	187 (11.8)
1970-1979	343 (21.6)	457 (28.8)	706 (44.5)
1980	4	37	224(14.1)
			86 missing (5.4)
	2 no date	59 no date	375 no circulation (23.6)
Total	1587	1587	1587
1976-1980	99 (6.2)	239 (15)	640 (40.3)

DePauw University

Book Use Study

January 1981

Uncirculated Books

	Date of Publication	Date of Acquisition
Pre 1850	1(.2)	
1850-1874	8 (2.1)	
1874-1899	18 (4.8)	
1900-1909	9 (2.4)	
1910-1919	8 (2.1)	
1920-1929	17 (4.5)	1 (.2)
1930-1939	26 (6.9)	24 (6.4)
1940-1949	22 (5.9)	15 (4.0)
1950-1959	40 (10.7)	34 (9.1)
1960-1969	98 (26.1)	111 (29.6)
1970-1979	121 (32.3)	149 (39.7)
1980-	2	24 (6.4)
	1 no date	17 no date
Total	375	375
1976-1980	47 (12.5)	98 (26.1)

Average Publication Date 1953	Average Acquisition Date 1966
Standard Deviation Years	Standards Deviation 12 years
Mode-Publication Date 1973	Mode Aquisition Date

DE PAUW UNIVERSITY
BOOK USE STUDY

January 1981

Books Uncirculated by Year of Acquisition

Year	Total # of Books	Total # of Uncirculated Books	Uncirculated Books Books as Percent of all Books Acquired
1910	1	0	0
1911	1	0	0
1929	1	1	100%
1930	1	0	0
1931	2	1	50%
1932	11	1	9%
1933	12	2	16%
1934	12	0	0%
1935	12	3	25%
1936	8	1	12%
1937	15	5	33%
1938	27	8	30%
1939	25	3	12%
1940	12	2	17%
1941	24	1	4%
1942	19	3	16%
1943	11	0	0%
1944	14	3	21%
1945	9	3	33%
1946	12	0	0%
1947	23	2	9%
1948	14	1	7%
1949	28	0	0%
1950	25	4	16%
1951	24	2	8%
1952	21	4	6%
1953	14	1	7%
1954	31	8	26%
1955	28	5	18%
1956	11	2	19%
1957	21	3	15%
1958	28	2	8%
1959	41	3	8%
1960	42	11	27%
1961	56	11	20%
1962	28	3	11%
1963	43	10	24%
1964	48	8	17%
1965	39	6	16%
1966	51	9	18%

1967	54	17	32%
1968	70	21	30%
1969	64	15	23%
1970	53	11	21%
1971	56	11	20%
1972	40	7	18%
1973	46	9	20%
1974	58	21	37%
1975	45	16	36%
1976	49	18	37%
1977	44	23	53%
1978	30	15	50%
1979	36	18	50%
1980	37	24	65%
Missing	59	17	29%
Total	1587	375	23.6%

DE PAUW UNIVERSITY

BOOK USE STUDY

January 1981

*(Economics)

	Year of Publication/ Percent	Year of Acquisition/ Percent	Year of Last Circulated/ Percent**	Year of Acquisition of Non-Circulating Books
Pre 1850	0 (0%)	0	0	0
1850-1874	1 (.8%)	0	0	0
1875-1899	1 (.8%)	0	0	0
1900-1909	1 (.8%)	0	0	0
1910-1919	2 (1.7%)	0	0	0
1920-1929	4 (3.4%)	0	0	0
1930-1939	4 (3.4%)	7 (5.9%)	0	2 (8%)
1940-1949	10 (8.5%)	12 (10.2%)	2 (2.3%)	0
1950-1959	20 (16.9%)	16 (13.6%)	5 (5.7%)	3 (12%)
1960-1969	27 (22.9%)	31 (26.3%)	14 (15.9%)	4 (16%)
1970-1979	46 (38.9%)	46 (39.0%)	43 (48.9%)	15 (60%)
1980-1981	2 (1.7%)	3 (2.5%)	24 (27.3%)	0
Missing		3 (2.5%)	5	1
Total	118	118	88	25
Average	1960	1964	1973	1968
Median	1966	1967	1977	1975
Average (all books)	1952	1961	1974	1966
Median (all books)	1960	1964	1976	1969

* These books are those assigned to economics by call number that are part of a 1% random sample of the DePauw University Libraries' book collection.

** Excluding non-circulating and missing books.

DE PAUW UNIVERSITY

BOOK USE STUDY

January 1981

*(English)

	Year of Publication/ Percent	Year of Acquisition/ Percent	Year of Last Circulated Percent**	Year of Acquisition of Non-Circulating Books
Pre 1850	0	0	0	0
1850-1874	2 (.8%)	0	0	0
1875-1899	7 (2.9%)	0	0	0
1900-1909	10 (4.1%)	0	0	0
1910-1919	6 (2.4%)	0	0	0
1920-1929	15 (6.1%)	0	0	0
1930-1939	18 (7.3%)	24 (9.8%)	0	0
1940-1949	32 (13.1%)	24 (9.8%)	3 (1.6%)	0
1950-1959	36 (14.7%)	41 (16.7%)	4 (2.1%)	5 (10.4%)
1960-1969	75 (30.6%)	78 (31.8%)	35 (18.5%)	16 (33.3%)
1970-1979	43 (17.6%)	66 (26.9%)	111 (58.7%)	19 (39.6%)
1980-1981	1 (.4%)	4 (1.6%)	29 (15.3%)	4 (8.3%)
Missing	0	8 (3.3%)	7 (3.7%)	3 (6.3%)
Total	245	245	189	48
Average	1951	1960	1973	1968
Median	1958	1964	1976	1970
Average (all books)	1952	1961	1974	1966
Median (all books)	1960	1964	1976	1969

* These books are those assigned to English by call number that are part of a 1% random sample of the DePauw University Libraries' book collection.

** Excluding missing and noncirculating books.

DE PAUW UNIVERSITY

BOOK USE STUDY

January 1981

*(History)

	Year of Publication/ Percent	Year of Acquisition/ Percent	Year of Last Circulated Percent**	Year of Acquisition of Non-Circulating Books
Pre 1850	1 (.4%)	0	0	0
1850-1874	3 (1.1%)	0	0	0
1875-1899	5 (1.9%)	0	0	0
1900-1909	7 (2.6%)	0	0	0
1910-1919	8 (3.0%)	0	0	0
1920-1929	17 (6.4%)	1 (0.4%)	0	1 (1.6%)
1930-1939	27 (10.2%)	21 (2.9%)	0	3 (4.8%)
1940-1949	25 (9.4%)	37 (14%)	0	4 (6.5%)
1950-1959	40 (15.1%)	36 (13.9%)	3 (1.5%)	5 (8.1%)
1960-1969	77 (29.1%)	87 (32.8%)	37 (18.2%)	16 (25.8%)
1970-1979	55 (20.8%)	70 (26.4%)	114 (56.2%)	26 (49.9%)
1980-1981	0	8 (3%)	40 (19.7%)	4 (6.5%)
Missing	0	5 (1.9%)	9 (4.4%)	3 (4.8%)
Total	265	265	203	62
Average	1951	1960	1973	1965
Median	1959	1962	1977	1970
Average (all books)	1952	1961	1974	1966
Median (all books)	1960	1964	1976	1969

* These books are those assigned to history by call number that are part of a 1% random sample of the DePauw University Libraries' book collection.

** Excluding missing and noncirculating books.

DE PAUW UNIVERSITY

BOOK USE STUDY

January 1981

*(Math)

	Year of Publication/ Percent	Year of Acquisition/ Percent	Year of Last Circulated Percent**	Year of Acquisition of Non-Circulating Books
Pre 1850	0	0	0	0
1850-1874	0	0	0	0
1875-1899	0	0	0	0
1900-1909	0	0	0	0
1910-1919	0	0	1 (4.8%)	0
1920-1929	2 (5.0%)	0	0	0
1930-1939	1 (2.5%)	1 (2.5%)	0	0
1940-1949	4 (10%)	3 (7.5%)	0	1 (5.3%)
1950-1959	4 (10%)	2 (5.0%)	0	0
1960-1969	23 (57.5%)	20 (50%)	1 (4.8%)	12 (63.2%)
1970-1979	6 (15%)	13 (32.5%)	15 (71.4%)	6 (31.2%)
1980-1981	0	0	3 (14.3%)	0
Missing	0	1 (2.5%)	1 (4.8%)	0
Total	40	40	21	19
Average	1960	1966	1976	1969
Median	1963	1968	1976	1968
Average (all books)	1952	1961	1974	1966
Median (all books)	1960	1964	1976	1969

* These books are those assigned to Math by call number that are part of a 1% random sample of the DePauw University Libraries' book collection.

** Excluding missing and noncirculating books.

Appendix: 193

DE PAUW UNIVERSITY

BOOK USE STUDY

January 1981

*(Music)

	Year of Publication/ Percent	Year of Acquisition/ Percent	Year of Last Circulated Percent**	Year of Acquisition of Non-Circulating Books
Pre 1850	0	0	0	0
1850-1874	0	0	0	0
1875-1899	4 (8.9%)	0	0	0
1900-1909	1 (2.2%)	0	0	0
1910-1919	2 (4.4%)	0	0	0
1920-1929	3 (6.7%)	0	0	0
1930-1939	3 (6.7%)	6 (13%)	0	0
1940-1949	10 (22.2%)	6 (13%)	0	0
1950-1959	7 (15.6%)	6 (13%)	2 (5.4%)	0
1960-1969	10 (22.2%)	10 (21.7%)	3 (8.1%)	2 (22.2%)
1970-1979	5 (11.1%)	12 (26.1%)	20 (54%)	6 (66.7%)
1980-1981	0	2 (4.3%)	7 (18.9%)	1 (4.1%)
Missing	0	4 (8.7%)	5 (13.5%)	0
Total	45	47	37	9
Average	1944	1959	1975	1973
Median	1947	1960	1978	1976
Average (all books)	1952	1961	1974	1966
Median (all books)	1960	1964	1976	1969

* These books are those assigned to Music by call number that are part of a 1% random sample of the DePauw University Libraries' book collection.

** Excluding missing and noncirculating books.

Appendix: 194

DE PAUW UNIVERSITY

BOOK USE STUDY

January 1981

*(Philosophy & Religion)

	Year of Publication/ Percent	Year of Acquisition/ Percent	Year of Last Circulated/ Percent**	Year of Acquisition of Non-Circulating Books
Pre 1850	2 (1.4%)	0	0	0
1850-1874	2 (1.4%)	0	0	0
1875-1899	6 (4.2%)	0	0	0
1900-1909	5 (3.5%)	0	0	0
1910-1919	6 (4.2%)	1 (.7%)	0	0
1920-1929	7 (4.9%)	0	0	0
1930-1939	15 (10.4%)	9 (6.2%)	1 (.9%)	2 (6.1%)
1940-1949	10 (6.9%)	12 (8.3%)	0	0
1950-1959	23 (16%)	31 (21.5%)	5 (4.5%)	4 (12.1%)
1960-1969	34 (23.6%)	36 (25%)	15 (13.5%)	10 (30.3%)
1970-1979	34 (23.6%)	45 (31.3%)	62 (55.9%)	14 (42.4%)
1980-1981	0	2 (1.4%)	20 (18%)	1 (3%)
Missing	0	8 (5.6%)	8 (7.2%)	2 (6.1%)
Total	144	144	111	33
Average	1948	1962	1973	1967
Median	1958	1964	1976	1969
Average (all books)	1952	1961	1974	1966
Median (all books)	1960	1964	1976	1969

* These books are those assigned to philosophy and religion by call number that are part of a 1% random sample of the DePauw University libraries' book collection.

** Excluding non-circulating and missing books.

Appendix: 195

DE PAUW UNIVERSITY

BOOK USE STUDY

January 1981

*(Psychology)

	Year of Publication/ Percent	Year of Acquisition/ Percent	Year of Last Circulated/ Percent**	Year of Acquisition of Non-Circulating Books
Pre 1850	0	0	0	0
1850-1974	0	0	0	0
1875-1899	0	0	0	0
1900-1909	0	0	0	0
1910-1919	0	0	0	0
1920-1929	2 (8.7%)	0	0	0
1930-1939	1 (4.3%)	2 (8.7%)	0	0
1940-1949	2 (8.7%)	3 (13%)	0	0
1950-1959	4 (17.4%)	3 (13%)	0	0
1960-1969	7 (30.4%)	5 (21.7%)	2 (10%)	1 (33.3%)
1970-1979	7 (30.4%)	8 (34.8%)	11 (55%)	1 (33.3%)
1980-1981	0	1 (4.3%)	5 (25%)	1 (33.3%)
Missing	0	1(4.3%)	2 (10%)	0
Total	23	23	20	3
Average	1959	1962	1976	1975
Median	1963	1965	1978	1977
Average (all books)	1952	1961	1974	1966
Median (all books)	1960	1964	1976	1969

* These books are those assigned to psychology by call number that are part of a 1% random sample of the DePauw University Libraries' book collection.

** Excluding non-circulating and missing books.